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ABSTRACT

A set of strategies is presented which can provide local communities and programs with methods of enhancing their parent education activities. Staff members, realizing that effective parent education programs could not be limited solely to short-term activities and/or providing parents with a variety of materials, made attempts to increase parent program effectiveness through the provision of technical assistance. Specific activities were designed to: (1) further staff expertise in providing training and technical assistance to parent education providers; (2) keep current and expand the parenting materials information base; (3) implement and evaluate a strategy for the use of materials; and (4) monitor the use of materials in selected replication sites. Implications of the project and recommendations for further implementation of the program are included. (KA)

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Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

May 26, 1978

Dr. Oliver Moles, Head
School Social Relations Division
National Institute of Education
Washington, D.C. 20208

Dear Dr. Moles:

Submitted herewith is the final report of the Southwest Educational Development Laboratory's Project: Parenting Resources Implementation Model (PRIMO). This report is in compliance with the terms and conditions of Grant No. OB-NIE-G-78-0108, which ends May 31, 1978.

The activities and findings from this initial effort represent what SEDL feels are important contributions to education in general, and to parent education, in particular. We look forward to incorporating the experiences and products from this effort into a more comprehensive project effort for PRIMO.

We shall be pleased to discuss this report and provide you with additional information, if requested.

Sincerely yours,

James H. Perry

James H. Perry
Executive Director

jm

xc: Dr. Robert Chesley
Mr. Raymond Wormwood

CG 012975

SEDL

FINAL REPORT

PROJECT: PARENTING RESOURCES IMPLEMENTATION MODEL (PRIMO)

Senior Researcher, Dr. Renato Espinoza

Staff: Susan Heck*
Cora Briggs*
Irma Guadarrama*
Josie Suniga
Juan Vasquez
Janet Gettys

Funded Period: 11/1/77 - 5/31/78

In Compliance with Grant No. OB-NIE-G-78-0108

Funded by: National Institute of Education
Washington, D.C.

David L. Williams, Jr., Director
Division of Community and Family Education

James H. Perry, Executive Director
Southwest Educational Development Laboratory
Austin, Texas

*Not employed full time in Project.

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I. INTRODUCTION

A. Purpose

Project PRIMO is a project within the Division of Community and Family Education. It was funded by the National Institute of Education (Grant #OB-NIE-G-78-0108) as a pilot effort for the purpose of developing, implementing, and evaluating a set of strategies which could provide local communities and programs with methods of enhancing their parent education activities. In the process of developing and testing parent education/training products, PRIMO staff realized that effective parent education programs could not be limited solely to short term training activities and/or providing parents with a variety of materials. PRIMO sought to increase parent program effectiveness through the provision of technical assistance which includes the use of three products produced at SEDL. The three products are as follows: (1) the Parenting Materials Index (PMI), the replication of the Parenting Materials Information Center; (2) Three Multimedia Training Packages (MMTP's): Ways to Discipline Children, Family Roles and Relationships, and La Familia y el Respeto; (3) Two booklets on topics relating to Training Packages, 1,2,3,4 Ways to Discipline Children and Where Do Adults Come From? (See Appendix A for a detailed description of these products.)

Providing service and technical assistance to parent education programs was deemed to be a next logical step of progression following SEDL's nearly four years of developing and producing parenting materials. PRIMO activities sought to help facilitate the

development and implementation of parent education programs which in turn should help to (1) increase the range of parenting skills available to parents and (2) incorporate, within parents, the techniques that are congruent with accumulated knowledge concerning child growth/development, learning and teaching. Through such programs parents and other caretakers can be provided with additional information about various child care practices. This will assist parents in making informed decisions and choices which are consonant with their cultural, social, economic, religious preferences and values.

B. Need

The need for new and/or additional parenting skills can be expressed from several perspectives. First, the rapid increase of technological advancements has provided children, as well as adults, with a base of information that far exceeds the one which parents have been able to provide traditionally. Second, the complexity of societal demands and pressures have produced such deleterious side effects as increased drug use, alcoholism, child abuse, wife abuse (some reported husband abuse, also), incidence of crime and serious questioning and challenging of our educational, religious and other social institutions. Third, changing attitudes toward sexual relationships have had a significant impact on our society, especially in terms of increased cohabitation of non-marrieds, teenage sexual activitiy (resulting in teenage pregnancies and births), and teenage parents. These changing attitudes have indirectly affected the durability of marriages, thus resulting in higher divorce rates. Fourth, the emergence of ethnic

minority groups into mainstream America and their impact on customs, has altered many of our traditional and often biased approaches to dealing with children, families, groups, or people as a whole. Fifth, but not final, the acceptance of the home and family environment as at least a coequal (if not more) influencer of children with the school has sparked a surge in the direction of programs, activities, materials, etc. which relate to parenting.

The typical syndrome which follows such proliferations of new phenomena has not avoided parenting efforts. More specifically, confusion exists with respect to the intention of parent education, how it relates or does not relate to parenting and parent involvement, what are the best methods of implementing such programs, who are the real intended beneficiaries, and should the goals and objectives of such programs be independent of or congruent with other kinds of support services, children, parents and family needs. In order to effectively resolve the issues raised here (and these are not all-inclusive) a substantial amount of work remains to be done.

As a result, Project PRIMO has undertaken what it feels is the beginning of a systematic, comprehensive approach to contribute to the aforementioned needed perspectives. Through providing potential or operating parent education programs with individualized training and technical assistance, it is hoped that cohesive and effective parent education programs will result.

C. Long Range Goal and Objectives

1. The long range goal of Project PRIMO is to establish the foundation for a parent resource center, with the appropriate materials and strategies, which can help to serve the needs

of clients, practitioners, professionals and researchers involved with parent education, in a more systematic and comprehensive manner.

2. In order to accomplish this goal, the following general objectives for PRIMO during the next five years were proposed:

a. To maintain the operational capability of the Parenting Materials Information Center (PMIC) through further gathering, analyzing, and dissemination of information about parenting materials and resources on a continuing basis, both regionally and nationally.

b. To develop, test and make available to local agencies and programs a strategy for using local and regional resources in developing and implementing comprehensive parent education programs.

c. To provide technical assistance for use of a set of parenting education products already developed by SEDL. These products include Parenting Materials Index; a set of self-contained Multimedia Training Packages for Parents in both English and Bilingual (Spanish-English) versions; and a set of Television Public Service Announcement Spots. Each of the spots has a supporting printed booklet; and spots and booklets address many parenting concerns.

D. Activities

The specific activities (tasks) proposed for Phase 1 of PRIMO (November 1, 1977 - May 31, 1978) were as follows:

1. Increase the capability of PRIMO staff to respond to requests for information and technical assistance. This involved

conducting an indepth review of parenting materials already analyzed and the addition of new materials to the retrieval system of the Parenting Materials Information Center.

Product: An expanded and updated PMIC in Austin, Texas, and an improved dissemination process for circulating parenting information and products already developed.

2. Design a resource utilization strategy to develop a local Parent Education Program using the three already-developed SEDL parenting education products in conjunction with local and regional resources. This resource utilization strategy could include assistance to sites in conducting a local needs assessment, a plan for identifying local and regional resources, a plan for use of SEDL products as an integrated effort, and the planning and implementation of a Parent Education Program. Pertinent literature reviews were to be conducted to provide support to the on-site experiences accumulated by the present PRIMO staff. Two or three communities were to be selected to pilot test this resource utilization strategy during Phase 1.

Product: Written guidelines for a resource utilization strategy to plan and conduct a Parent Education Program. These guidelines were to include modules on a needs assessment, resource identification, interagency coordination, selection and use of training materials, promotion and recruitment of participants, planning and implementing actual Parent Education Program, and program evaluation.

3. Design formative evaluation plan to monitor the development and pilot testing of the resource utilization strategy in three

selected communities.

Product: Formative evaluation plan and written report describing the procedures followed in each of the three sites and analyzing the similarities and differences between the conditions, problems and resources found at each site.

4. Monitor the operation of nine PMIC replication sites already installed in order to collect evaluation data and general feedback, and to provide the sites with additional updating services and technical assistance.

Product: Additional evaluation data on the use of, satisfaction with and effectiveness of the PMIC and other SEDL parenting education products.

5. Write a progress report of the activities undertaken in Phase I which will serve as a viable base for future activities, including recommendations for expanded dissemination and service to the region.

E. Justification for Activities

The activities outlined above were undertaken to provide solid foundation for proceeding toward the fulfillment of PRIMO's long-term goal regarding development and service to meet the parenting education needs for the SEDL region. The strategy for local planning and implementation of Parent Education Programs relies on the utilization of existing local resources, supplemented by SEDL and other products and strategies. The strategy to be tested was designed to produce a more clearly defined plan of action to assist regional agencies and programs which provide support to their parent education activities. A fully operational and up-to-date

Parenting Education Center (PEC) will provide the focal point for assisting parents and those who work with parents in the vital task of dealing with the many needs of children and families.

F. Revisions to Proposed Activities

After the PRIMO project was underway several discussions were held with NIE concerning certain revisions in the Scope of Work. These discussions mainly centered on documentation of product use (impact). NIE decided that it would be useful if an impact evaluation study were to be made concerning the use of three SEDL products. As a result, project activities had to be delayed in order to develop plans for the impact study. Sites could not be selected for product implementation until a clear description of site requirements was completed. This was important information that sites and PROIMO staff needed as they negotiated working agreements. Although NIEstated that it was not their intent to delay project activities by requesting the impact study addition (Moles 12/19/77 letter to Williams) this could not be avoided because the same sites being asked to implement SEDL products/strategies were also the ones where the impact study was to occur.

Therefore, until the impact evaluation study was planned and finally approved, key PRIMO activities were delayed. After several rounds of discussion with NIE, final suggestions on a limited impact study were forwarded to PRIMO (Moles 2/3/78 letter to Williams). These included (1) a form for PMI users to record use and reaction information, (2) a postcard, to be inserted in every nth booklet, which requested booklet reactions and other demographic information and (3) a record of booklet distribution patterns. In addition,

NIE requested that the PRIMO February 15 progress report indicate the kinds of impact studies PRIMO could undertake within existing resources (staff and budget).

PRIMO staff submitted tentative impact evaluation plans along with the 2/15/78 Progress Report to NIE. PRIMO staff, all along, did not feel that an adequate impact evaluation to "...greatly add to the saleability of PRIMO (and its products)..." could be planned and carried out in such a short period of time (3-4 months) as indicated in Moles 12/19/77 letter. However, PRIMO staff attempted to conceptualize and write an impact evaluation plan with respect to MMTP and TV Spot Booklet use in selected sites.

NIE (Moles 2/28/78 letter to Williams) communicated to PRIMO staff that the impact evaluation study was still an exceptation and that problems alluded to in the PRIMO (2/15/78) Progress Report should not deter plans carryout the impact study. It should be noted here that sites had (1) already been contacted, (2) begun negotiations with PRIMO for MMTP and TV Spot Booklet utilization, and (3) established preliminary plans to select trainers and participants and disseminate booklets. But still undecided was what sites might be expected to do concerning the impact. On March 16, 1978, PRIMO was visited by NIE persons--Dr. Bruce Haslam and Dr. William (Bill) Pink. The purpose of this visit was to get an update on Projects PRIMO and FACS in addition to providing technical assistance where needed.

During this visit NIE persons communicated to PRIMO staff that the impact evaluation study request was being dropped. This was after nearly three months of discussions, interactions, pre-

planning, negotiating, etc., clearly, this was a welcomed decision by PRIMO staff, but due to the lengthy period of time involved before this decision was made by NIE--PRIMO could not carryout some of its proposed activities. The extent to which PRIMO activities were revised is as follows:

ACTIVITY 1. Proposed: Increase Training and Technical Assistanct (T&TA) capability of PRIMO staff to requests by conducting indepth reviews of Parenting Materials Information Center (PMIC) products and adding new materials to the Parent Materials Index (PMI)--information retrieval system.

Revised: All staff were not able to conduct indepth reviews of PMIC products, but did use selected materials when appropriate.

ACTIVITY 2. Proposed: Design a resource utilization strategy to assist selected Parent Education Program development through the use of PRIMO/SEDL products and other products. Conduct pertinent literature reviews to provide additional background information for PRIMO staff.

Revised: Designed a resource utilization strategy to assist three sites only limited with use of PRIMO/SEDL products in their parent education effort. Did not conduct pertinent literature reviews in that a comprehensive site resource utilization strategy was neither developed nor implemented.

ACTIVITY 3. Proposed: Design a formative evaluation plan to monitor the development and pilot testing of PRIMO resource utilization strategy in three selected communities.

Revised: Designed an evaluation plan to document (a) limited site technical assistance with installing PRIMO/SEDL products and (b) limited site program staff/participant reactions to PRIMO/SEDL products.

For Activities 4 and 5, no revisions were made to the proposed efforts.

II. PROCESS DOCUMENTATION

A. Purpose

The purpose of the documentation activities undertaken by PRIMO was to verify the technical assistance process and the use of materials by sites from two perspectives, SEDL's and the site's. More specifically, the documentation activities were designed to determine what happened at the sites and how they used SEDL's materials. It was originally planned that the technical assistance provided by SEDL would be broad and would encompass helping the sites conduct a needs assessment, and developing a plan for identifying local and regional resources. Ultimately the chain of technical assistance would conclude with the use of PRIMO materials, where appropriate, and the development of a comprehensive parent education program. It was planned that the information derived from the documentation process (augmented by a literature review) would be used in the preparation of a set of guidelines which could be utilized by other service-oriented agencies to help communities establish or expand parent education activities. However, NIE requested that an impact evaluation be conducted on the use of the materials by the target groups (parents and professionals), with emphasis on the use of the training packages by parent participants. This required that the materials, primarily the packages, be installed at the sites as soon as possible, and had the effect of curtailing the range of technical assistance offered the sites and narrowing the data base for the guidelines. The technical assistance provided proved to be primarily in training the sites in the use of the materials. This prevented the development and preparation of definitive guidelines for providing technical assistance to sites.

In order to determine what happened at the sites and how the materials were used, PRIMO undertook a site examination with respect to (1) who was receiving the services and materials, (2) for what purpose, (3) to fill what need, (4) what problems arose and what solutions were offered, (5) what needs still remained, and (6) what future use would the sites make of the expertise and materials. The following sections describe the Instrumentation, Data Collection, and Data Analysis Procedures.

B. Instrumentation and Data Collection

1. Technical Assistance

Instrumentation and data collection for PRIMO can be divided into four components: (1) technical assistance; (2) use of training packages; (3) use of PMI; (4) use of booklets. This is a useful, but somewhat arbitrary division since, as stated previously, the site technical assistance was primarily limited to training in the use of materials.

Three sources of information were planned to document the technical assistance provided by the sites by SEDL: (a) logs kept by trainers describing each site contact (SEDL perspective), (b) Site Questionnaire (site perspective), (c) follow-up interviews (never conducted) with primary recipients. In addition, a site description chart was developed.

The trainer logs specified (1) the contact person, (2) the type of contact (telephone, personal, mail, other), (3) who initiated the contact, (4) the purpose, (4) information relayed, (5) problems, and (6) solutions. The site questionnaire was divided into three sections.

The first section, "About Your Program," asked for the name and title of the person responding, the number of years with the organization, and the number of years in the community. It also asked for some information about the program: the clients served, the number of staff, and the yearly operating budget. In the second section entitled, "PRIMO Involvement," the sites were asked to name the three main reasons the program agreed to participate, the program's goals for parent education over the next three years; the names of the multimedia training package leaders with their program responsibilities; the name of the person responsible for the Parenting Materials Index with program duties; and the name of the person responsible for booklet distribution. The sites were asked what problems occurred in getting ready to use the PRIMO materials and how they were solved. In the third section called, "Community Needs," the site was asked to list the needs the community has in the area of parent education, how the site thought the needs could be met, and what role the program could take to meet these needs. (See Appendix B for copies of the log and site questionnaire.)

2. Multimedia Training Packages

Each of the three sites conducted training with respect to the three multimedia training packages. While some initial information about the use of the PRIMO materials was sought in the site questionnaire, the packages themselves contained a set of forms for both leaders and participants to fill out. (These forms represent modifications of previous forms used during the field test evaluation of the three packages conducted during 1977.) The forms were

designed as a prelude for a follow-up study of the impact of the training packages on parent participants. Due to the constraints of time, personnel, budget and the inappropriateness of conducting such an evaluation effort, this follow-up study was never conducted. However, the forms were used to gather information from site participants who used the the PRIMO/SEDL materials. The following information describes the content of forms used with parents and leaders.

Parents

a. PARENT BOOKLET. Filled out by every participant at the beginning of the first session that he/she attended.

b. PARENT SESSION REACTION FORM. Filled out by every participant at the end of each session.

The information forms which the leaders filled out were:

Leaders

a. LEADER/CO-LEADER INFORMATION FORM. Filled out by both the leader and co-leader before the first session.

b. LEADER/CO-LEADER SESSION REACTION FORM. Filled out by the leader and co-leader after each session.

c. LEADER/CO-LEADER PACKAGE REACTION FORM. Filled out by the leader and co-leader after the last session.

In the Parent Booklet, the participants were asked:

.their sex and age
.the number of people living in the household
.the number of children 18 and under in the household, with their ages
.the relationship of the participants to the children
.whether or not the participant works; and if so whether full time or part time
.the number of other people in the household who work
.the family income per year
.the ethnic group of the participant
.the participant's marital status

- the language spoken at home
- the highest grade completed in school
- other schooling, including number of courses
- whether or not the participant had previously attended: a workshop or training session on parenting, watched a TV program on the subject, or read any materials about parenting skills
- finally, the participant was asked why he or she came to the workshop

The Parent Session Reaction Form is a combination response questionnaire which includes (1) Likert Scale (1-5), (2) short answer, and (3) yes-no items. Participants were asked:

- if they enjoyed the session (not at all, not too much, somewhat, quite a bit, very much)
- how much of the material presented was new to them (none, not very much, about half, almost all)
- what was the hardest idea to understand
- how important did they think the ideas were for raising their children (not important at all, not very important, somewhat important, very important, extremely important)
- what ideas they disagreed with
- what difficulties they encountered (getting to the session, child care, room comfort, etc.)
- would they come to another session on parenting

The Leader/Co-Leader Information Form asked:

- which sessions were to be led by the respondent
- how was the respondent recruited
- the respondent's sex, age, race
- if the respondent was a parent
- whether or not the respondent currently has preschool children living with him or her
- whether the respondent speaks Spanish or not
- which language is preferred at home
- the last grade completed
- if the respondent works, where, and what are the respondent's responsibilities
- has the respondent ever taught before, with some brief description of teaching experience
- has the respondent ever led or helped lead a training workshop before, with a brief description of the type of workshop
- has the respondent received any training teaching and a brief description
- how much experience the respondent has in the area of early childhood education/development or child care, and adult education

- how much experience the respondent has had in working with low-income adults
- whether or not the respondent will be remunerated for leading or co-leading the session

The Leader/Co-Leader Session Reaction Form asked:

- where the session was held
- was there child care and in what room
- how long the session lasted and was this enough time to present the material (too long, just right, not long enough)
- how much more (less) time would be needed
- why was the time inadequate
- how familiar were most of the parents with the material in the session before they came (knew hardly any of it, knew a little bit of it, some of it, most of it, all of it)
- was the amount of information presented adequate (too little, not quite enough, about right, a little too much, too much)
- how difficult was the material (not at all, a little bit, moderately very, extremely)
- what were the most difficult ideas for the parents and why
- what ideas generated the most discussion and why
- did anything presented in the session appear controversial, if so, why
- how much and how did the leader deviate from the session plan
- did the content of the session relate to the needs of most of the parents (yes, somewhat, no, can't tell)
- were there any problems using the media
- what was the most difficult aspect of leading the session
- how much time was spent in preparation (with an itemization for reading the manual, practicing the session, etc.)
- were there any problems with recruiting parents, obtaining room facilities, etc.
- finally, was there anything the leader needed for the session that he or she didn't have

The Leader/Co-Leader Package Reaction Form asked:

- which of the four sessions did the majority of the parents seem to enjoy the most (rank order 1-4)
- which of the four did they learn the most from (rank order 1-4)
- what were the most difficult ideas presented for the parents
- what were the easiest concepts
- what were the most frequently expressed positive comments the leader heard about the package

- what were the most frequently heard complaints
- did the attendance vary and if so why
- what was the biggest difficulty in preparing for the sessions
- how often (not at all, occasionally, frequently) did certain problems arise during the session (a parent talking too much, getting off the subject, anger, refusal to talk)
- what further assistance would the leader/co-leader
- have liked either from the center or from SEDL
- would the leader/co-leader lead the workshop again
- finally, the leader was asked to identify the parents who seemed to profit the least

(See Appendix C for copies of the forms used in the training packages.

3. Parenting Materials Index (PMI)

In order to document the use of the PMI in the three sites, a User Questionnaire was developed. Its purpose was (1) to find out how easy or difficult it was to physically operate the PMI (a replication system consisting of backlighted stand, cards, information sheets, and instruction booklet); (2) whether or not the user found what he or she was looking for; and (3) something about the user.

The questionnaire asked:

- what information did you want to find by using the Index
- was the booklet clear
- was it difficult to use the cards and backlighted stand, if so, explain
- did you find Information Sheets about materials on subjects you were interested in, if no, please explain
- did the Information Sheets provide you with enough information about the materials for you to decide whether or not you wanted to use them, if no, please explain
- how do you plan to use the information obtained
- do you plan to obtain the materials themselves, if no, explain; if yes, where will they be obtained; how do you plan to use the materials; and with whom do you plan to use them
- in general how useful was the PMI in providing you with the information you wanted (useless, not very useful, somewhat useful, useful, very useful)

·age of respondent; highest level of schooling completed

·parent or not; work or not (if yes, give place, address, and job title)

In addition to the User Questionnaire, an Interview Schedule was developed for follow-up interviews conducted with PMI users. Its purpose was to find out (1) whether or not the user had obtained any of the materials identified by using the PMI; (2) whether the user was satisfied with the materials and (3) whether the materials corresponded to expectations based on the descriptions in the Information Sheets. The follow-up interviews never took place because the User Questionnaires were not returned to PRIMO staff in time.

Copies of the User Questionnaire and the Follow-Up Interview Schedule (never used) are located in Appendix J.

4. TV Spot Support Booklets

Two forms were used to document the use of the booklets: (1) a Distribution Report asking the site about distribution patterns, and (2) questionnaires which were placed in each of the booklets. For a copy of the Distribution Report Form and Booklet Questionnaire, see Appendix D.

In view of the fact that the dissemination purpose of the booklets as a part of the PRIMO effort was to determine the effectiveness of the content of the booklets, as well as the way that they were distributed, the sites were asked to observe the following conditions:

1) Site could dispose of the booklets in any fashion short of selling them, as long as every individual who received a booklet received a questionnaire in the self-addressed, stamped envelope.

2) Site would record a Distribution Report Form (provided by SEDL) the questionnaire numbers of those distributed with the booklets; the individual who distributed the booklets and their job position, if available; the place

where the booklets were distributed; a brief description of the recipients of the booklets; and the date of distribution.

3) Site was informed to encourage recipients of the booklets to read the booklets, fill out the questionnaire and drop it in the mail.

San Antonio received 300 booklets. For the first 150, site closely monitored the distribution of the booklets. They passed out the booklets at parent meetings, asked parents to read the booklets, fill out the card, seal the envelope, and bring the card with them at the next meeting. Site contact mailed envelopes in bulk. The next 150 booklets were not monitored, but were distributed as recorded on the Distribution Form.

C. Data Analysis

1. Technical Assistance

A total of 60 trainer logs were analyzed: 31 for Mercedes, 20 for San Antonio, and 9 for Lockhart. Most of the contact was via telephone. A little less than half the contacts with Mercedes were site-initiated; the rest were SEDL-initiated. All but one of the contacts with San Antonio were SEDL-initiated. At Lockhart, on the other hand, six of the nine were site-initiated. Mercedes was fairly equally divided between information-sharing and problem-solving; as was Lockhart. The bulk of the contacts with San Antonio were for information-sharing purposes. Table 1 presents data which summarizes the PRIMO site contact information.

Table 1. Summary of PRIMO Site Contact Information								
Site	Type of Contact				Initiator		Purpose	
	Telephone	Personal	Mail	Other*	Site	SEDL	Information	Problem
Mercedes	20	4	7	0	13	18	16	15
San Antonio	13	3	4	1	1	17	15	9
Lockhart	5	3	0	1	6	3	7	6

*Other includes: non-SEDL, non-site third party contact.

The information relayed to the sites mostly consisted of informing them about the SEDL materials, setting up the training, and how to use the materials. Most of the problems the sites reported concerned the training packages. Both Lockhart and San Antonio preferred to shorten the time for training leaders and co-leaders. At Mercedes the Easter Holidays delayed implementation of the training packages with the parents until the week of April 3. Both Lockhart and San Antonio had trouble recruiting parents. SEDL experienced difficulty getting the sites to return the information forms, especially those concerning the PMI and the Booklets.

The Site Questionnaire revealed some interesting differences and similarities in emphasis and scope among the sites. Two sites were programs within independent school districts and one was a program within a city-wide Head Start Program. At Mercedes, the contact program was the Parental Involvement Component of the Mercedes Independent School District, with an annual operating budget of $40,000, serving four campuses in the district. At Lockhart the contact program was the Parental Involvement Component of the Lockhart Kinder, a part of the Lockhart I.S.D., a much smaller operation than that at Mercedes, with an annual budget of $500.00.

At San Antonio Head Start, the contact program was the Education/ Training/and Career Development Component serving low-income parents in this large city with an annual operating budget of approximately $1,000,000. In two sites, the clients of the programs were parents of pre-school children enrolled in the school district (Lockhart) or the Head Start Program (San Antonio); in the third site (Mercedes), the clients were parents of children ranging from Pre-K to 5th grade. In all instances, the programs served low-income and migrant parents.

All three of the site programs had as their goal the education or training of parents to become better parents -- to learn more about such topics as child development, discipline, health, and nutrition. In addition, the Mercedes site had a goal of getting parents involved in the school and helping them to become knowledgeable about school activities. Two of the sites had toy lending libraries for the parents (Lockhart and Mercedes); one had a reference library as well (Lockhart). All of the sites conducted training workshops for the parents. The Lockhart site taught the parents how to play games for children and prepare nutritious snacks.

When asked to list reasons why they participated in the PRIMO project, the sites were in agreement that they were attracted to and wanted to use SEDL materials (especially the training packages) to train their parents. In addition, the Mercedes site stated the personal contact with the PRIMO trainer was a persuasive factor.

The personnel involved with the PRIMO materials varied widely from site to site. The primary contact person at Mercedes was the

Parental Involvement Coordinator for the school district. At Lockhart, the primary contact was the head teacher at the Lockhart Kinder. At San Antonio, the Primary contact was the Head Start Education/Training/Career Development Manager. The leaders of the training packages also varied widely (see the section on Multimedia Training Package analysis for greater detail). At Mercedes, one of the leaders was the Parental Involvement Resource teacher (the same as the Parent Involvement Coordinator); one was a junior high school vocational counselor; the other was a junior high school drop-out program facilitator. At Lockhart the package leaders were all preschool teachers: one was both a teacher at the Kinder and the leader of the parent sessions already being conducted; the other was the head teacher and coordinator for the Kinder program; the third was a teacher at the school and the bilingual contact person. In San Antonio, three of the four leaders were trainers: one-a trainer, one-an assistant trainer, and the other-a monitoring and training specialist. The fourth leader was the city day care manager. Two of the primary contact persons for PRIMO also served as staff for the PMI -- the Parent Involvement Resource Teacher at Mercedes and the Education/Training/Career Development Manager at San Antonio. The Parent Involvement Resource Teacher also distributed the booklets at Mercedes; and in San Antonio, it was the Education/Training Manager.

Neither booklet distribution nor PMI installation were carried out in Lockahart, due to prlbmes conducting the multimedia training packages--Lockhart had difficulty recruiting parents. Mercedes reported no problems with the packages but had difficulty finding the right place

for the PMI and providing staffing.

The program goals for the next three years at the sites also differed. At Mercedes the goals are ambitious. They want to implement a district-wide parent education program on all seven campuses. They also want to involve all school counselors and all principals as leaders on the multimedia training packages. Finally, they want to use the format of SEDL's packages and develop 10 or 15 additional ones on such subjects as teaching children basic skills, health problems, consumer education, general hygiene, nutrition, early childhood psychology, etc. Lockhart plans to continue its present goals of expanding the toy lending library, the reference library and parent volunteer program. They also want to conduct home visits to provide more contact with parents. The San Antonio Head Start Program stated that it wanted to provide training to parents in all areas of child development, health, mental health, dental, and nutrition (similar topics to Mercedes).

Each of the sites' program goals for the next three years relate to the needs of community parents for additional parent education, which they see their agency as instrumental in providing. Table 2 presents a summary of the PRIMO site questionnaire results.

Table 2. Summary of Information from PRIMO Site Questionnaire

Program	Mercedes School	Lockhart School	San Antonio Non-school
Program	Mercedes ISD Parental Involvement Component	Lockhart ISD Kindergarten Program	San Antonio Head Start Educatior, Training, Career Development (part of which is to train parents)
Clients	Parents of Pre-K, K, 1st, 2nd, 3rd, 4th, 5th children (includes migrant parents)	Migrant parents of preschool children (open to all parents of preschool)	Low income parents of preschool children
Goals	1. Get parents involved in school 2. Help parents become knowledgeable about school activities 3. Help parents become knowledgeable about educational toys	1. Help parents learn to provide an environment that supports cognitive development and healthy self-concept of children.	1. Provide training for parents in early childhood development topics 2. Help parents take part in decision making
Activities	1. Parent volunteer program at 4 campuses 2. Toy lending library at 2 campuses	1. Training sessions on child development, nutrition, dental health, discipline 2. Parents make games, participate in activities such as finger plays, preparing nutritious snacks 3. Toy lending library 4. Reference library for parents	1. Training for parents 2. Parent involvement program (policy making) 3. Parent volunteer program 4. Reference and material library for parents 5. Provide transportation for parents to activities 6. Parent social activities
Program goals for next 3 years	1. Implement a district-wide parent education program on all 7 campuses 2. Involve all school counselors as leaders of MMTP's	1. Continue present goals 2. Expand toy lending library 3. Expand reference library 4. Expand parent volunteer program	1. Provide training in all areas of child development, health, mental health, dental, and nutrition education.

Table 2. Questionnaire Summary Cont'd

Program	Mercedes School	Lockhart School	San Antonio Non-school
	3. Involve all principals as leaders 4. Expand 3 packages to 10 or 15 packages through acquisition of additional materials and development of own.		
Yearly Operating Budget	$40,000	$500.00	(Not a separate budget, total budget = $1,000.00)
PRIMO INVOLVEMENT			
Reasons involved in PRIMO	1. Parents need information (contained in materials) 2. SEDL's trainer persuasive	1. MMTP topics met their needs 2. Multimedia approach involves parents 3. Materials provide structure to their program (especially format of MMTP's)	1. Opportunity to pilot test MMTPs 2. Opportunity to implement the PMI 3. Opportunity to provide additional parent education training
MMTP's			
Leaders	3: Junior High School drop-out program facilitator Junior High School Vocational Counselor Parental Involvement Resource Teacher	3: Teacher at Kinder and Leader of parent sessions Head Teacher/Coordinator Bilingual contact person and Teacher at Kinder	4: Trainer Assistant Trainer City Day Care Manager Monitoring and Training Specialist
Problems	None	Lack of parent participation	Scheduling training
PMI			
Staff	2: Parent Involvement Resource Teacher Clerical Aide	1: aide	1: Education/Training/Career Development Manager

Table 2. Questionnaire Summary Cont'd

Program	Mercedes School	Lockhart School	San Antonio Non-school
Problems	1. Finding right place for PMI 2. Providing staffing	Never installed due to problems with MMTP's	How to get more users (trained office staff; leaders - co-leaders of Packages, and major committee heads)
BOOKLETS			
Distributor	Parent Involvement Resource Teacher	Not installed	
Problems	Deciding best way to distribute them		How to get booklet cards mailed in for 150 (asked parents to bring to parent meeting)
COMMUNITY NEEDS			
Parent Education Area	More training and information on: discipline, family problems, changing parental roles, etc. (long list)	More training in areas of nutrition, dental health, medical care, cognitive development	Parent awareness of educational opportunities and materials
How meet needs	1. Provide parenting sessions 2. Provide leaders/co-leaders	1. Expand current program 2. Conduct home visits to provide more contacts with parents	1. Provide training on an on-going 2. Utilize educational materials 3. Purchase SEDL training packages

2. Multimedia Training Packages

The information gathered about training with the multimedia training packages consists of profiles of the participants (both leaders and parents) and their reactions to the training. The information will be presented for each site separately.

Due to time and personnel constraints, follow-up interviews of parents and leaders were not conducted. However, an examination of the Leader Package Reaction and Session Reaction Forms provided some insights into the problems and perceptions of the leaders and co-leaders concerning the MMTP's.

a. Mercedes

Leader Information

The three leaders of package training in Mercedes were all Mexican American and Spanish-speaking, although one reported a preference for speaking only English at home. Two of the leaders were women, of ages 41 and 44, and the third was a 29-year-old man. All were parents, with only the male having pre-schoolers living with him. All three had completed their M.A.'s.

The woman who lead Package One* was currently a counselor with 16 years of teaching experience. She had previously led college workshops and inservice training workshops. She had a B.S. in Education with a minor in Child Development, and her M.A. was in Special Education and Counseling. She reported 25 years of experience in early childhood education and child care, listing her five children who ranged from age 12 to age 21. She had four years in adult education and 12 years of experience with low-income adults, both as a social worker and a teacher.

*Family Roles and Relationships will be referred to as Package One.

The woman who led Package Two* was employed as a coordinator of Parental Involvement for the Mercedes Independent School District, and as an English instructor at Pan American University. She had eight years of teaching experience and had previously led workshops in cultural studies, language development, and music. She listed many workshops of several kinds as formal training in teaching, including four years of migrant workshops. She cited eight years of experience working with low-income adults, and had experience with the use of movement and music as a means of development of basic skills in childhood.

The leader of Package Three* had four years of experience teaching, two years of counseling experience, and had previously conducted several workshops. He had participated in workshops in "affective education" and noted two years in adult education and work with low-income adults. He listed his three children as having provided eight years of experience in early childhood development, education and care. None of the three leaders were remunerated for conducting the sessions.

Parent Information

There were 66 participants in Mercedes, with the three packages combined, 56 of whom were women. About half (47%) of the forms were answered in Spanish, 35% in English and 18% answered in both Spanish and English. The group divided fairly evenly into five (5) age categories of 26-30, 31-35, 36-40, 41-45, and 46 and over. Additionally, there were four participants between the ages of 21 and 25, and two between 16 and 20.

*La Familia y El Respeto will be referred to as Package Two. Discipline will be referred to as Package Three.

All of the respondents were Mexican American. Almost half (49%) spoke Spanish at home; the other half (50%) spoke both English and Spanish at home, and one reported speaking only English at home.

Most of the participants were married, with the exception of ten who were separated or divorced, two who were widowed, and one single person. A little less than half lived in households of one to five members, the rest having six or more in the household. A little less than half also reported 0 to 3 children under 18 living at home. Twenty-three participants had four to six children living at home, and fourteen had over six children at home. There were almost 300 children reported, over half of whom were of school age, between 6 and 12. Almost 30% were teenagers, while preschoolers accounted for 15% of the total, and infants for 6%. The relationship of the participants to these children was parental, with the exception of two siblings.

The majority were not employed; there were 12 with part time jobs and 14 who worked full time. About a quarter of the households had no one employed. Over half had one employed member, and there were nine households with two members employed. Half of these families had incomes of less than $4,600. Twenty participants reported family incomes of between $4,600 and $10,000, and six reported incomes over $10,000.

Over half of the group had a sixth grade or lower level of education. There were six high school graduates, and twenty at the seventh and eleventh grade level. Two individuals had gone to a business or trade school, and eight had received some other form of additional schooling besides college or university. Three

reported having taken more than four courses; two had taken less than four courses. The great majority had received no additional schooling.

A quarter of the group had attended a previous parenting workshop, while over half had watched parenting programs on television. Forty percent of the participants had never read parenting books or materials.

Parent Reaction

The attendance at the four sessions of Package One varied from ten parents to six, to fifteen, and finally to eighteen. The use of Spanish and English was about equal in answering the forms. The level of enjoyment was fairly high, with the majority reporting very much enjoyment. There was a very wide range of response to the question of how much of the material was new to the participants. Although the average of means for the four sessions was "almost all," there were many who reported none or not very much of the material to be new. There was agreement for the most part that the material was very important; and at the first two sessions, all responded that they would return for another session on parenting skills. Two of fifteen at the third session did not respond affirmatively, and one of eighteen at the fourth session did not.

The attendance for Package Two was more consistent, with thirteen parents at the first and fourth sessions, and eleven at the second and third. English was used slightly more than Spanish in answering the forms. The level of enjoyment was again fairly

high, and everyone responded that they would return for another session with the exception of one individual in the last session. The range in amount of new material was even wider in Package Two, with the average rating being "almost all." The material was seen largely as extremely important to raising children.

The attendance was higher for Package Three, with seventeen at the first session, eighteen at the second and fourth, and twelve at the third. The great majority used only Spanish in filling out the forms. Most of the parents reported enjoying the sessions very much. About half of them reported all of the material as new to them, although the same wide range of response to this question was present, and many parents responded "none" or "very little." The material was judged to be extremely important by almost all of the participants, and they responded affirmatively without exception to the question of their return for another parenting skills session. Table 3 summarizes the parents' reaction to the packages.

Table 3. Summary of Parents Reaction to Packages in Mercedes

Parent Reaction to Packages		Package One				Package Two				Package Three			
		N = 10 Session One	N = 6 Session Two	N = 15 Session Three	N = 18 Session Four	N = 13 Session One	N = 11 Session Two	N = 11 Session Three	N = 13 Session Four	N = 17 Session One	N = 18 Session Two	N = 12 Session Three	N = 18 Session Four
Language Used	English	3	2	6	8	7	6	7	7	2	2	-	1
	Spanish	4	4	8	5	4	4	4	6	15	11	10	16
	Both	3	-	1	5	2	1	-	-	-	5	2	1
Enjoyment of Session (mean ratings on a scale of 1-5)		4.8	4.5	4.7	4.9	4.7	4.8	5.0	4.9	4.8	4.8	4.8	4.9
Newness of Material (1-5 scale means)		4.3	3.3	3.4	4.2	4.3	4.1	3.9	4.3	4.1	3.9	4.5	4.5
Importance of Material (1-5 means)		4.7	5.0	4.7	4.5	4.9	4.7	4.9	4.8	4.8	4.9	5.0	4.9
Would you come to another session on parenting skills? (no. "yes" responses)		10 of 10	6 of 6	13 of 15	17 of 18	13 of 13	11 of 11	11 of 11	12 of 13	17 of 17	18 of 18	12 of 12	18 of 18

b. Lockhart

Leader Information

The three leaders for the three packages in Lockhart were all women, ages 24, 30, and 37. Two of them were parents and had preschool children lving with them. Two were Mexicam American and Spanish-speaking, although they spoke both English and Spanish at home. The other woman was Anglo and did not speak Spanish. She had completed her M.A.; the other women were college graduates. All three were kindergarten teachers who had taken college courses in education. One had had no previous teaching experience, one was in her second year of teaching, and the third had taught for five years. Two of the women had led a previous training workshop, and one of those two had a year of experience in adult education. None of the three teachers had formal experience outside of their teaching in early childhood education or development or child care. In response to a question regarding their experience with low-income adults, one cited a year of work with migrant families, and one included five years of dealing with parents of children she had taught. None of the leaders received any remuneration for conducting the sessions.

Parent Information

There were a total of 32 participants for the three packages in Lockhart, all of whom were women. The forms were answered completely in English by all but one of the women, who answered in both English and Spanish. Half of the participants were between the ages of 26 and 30. There were seven in their early

30's and four each in their early 20's and late 30's groups. Only one woman was over 46.

The racial proportion was about half Anglo and half Mexican American, with two Black participants in addition. English was the language spoken at home by 20 of the 32, while nine reported speaking both English and Spanish at home and one reported speaking only Spanish at home.

Most of the women were married, with only three exceptions who were either separated or divorced. About two-thirds of all the participants lived in households of one to five people, the other third having six or more members in the household. Similarly, about two-thirds of the women had 0 to 3 children under eighteen living at home, with the other third having four to six children at home. There was a total of 101 children reported, a little over half of whom were between ages 6 and 12. Almost 40% were preschoolers, with six teenagers and five infants reported as well. The relationship of the women to these children was parental without exception.

The majority of the women were not employed. Five of them did have part time jobs and four worked full time. There were seven households with no one employed; the remaining 25 had only one employed member. About half of the women listed their family income as over $10,000. The other half was almost evenly divided between the "less than $4,600" category and the "$4,600-$10,000 category.

Twenty-one participants were high school graduates, with five reporting a sixth grade or lower level of education, and six at the sixth to eleventh grade level. Two-thirds of the women had had no additional schooling, with nine having attended a college or university and two having gone to a business or trade school. Of those who had received additional schooling, three had obtained B.A.'s, six had taken more than four courses, and two had taken less than four.

Twelve of the participants had previously attended a parenting workshop. Seventeen had watched parenting programs on television, and twenty reported having read parenting books or materials.

Parent Reactions

The attendance varied from twelve to seven at the four sessions of the first package. English was the language used on the reaction forms in all but one case, when Spanish was used. The ratings of how much of the material was new were rather low, with most of the parents responding either none or very little. The ratings of enjoyment of the sessions varied between "not too much" and "very much," and seemed to be somewhat in accordance with newness of the material. The enjoyment ratings were lowest at the first session, when over half of the attendants felt that none of the material was new. Most parents assessed the material as being very important for raising children. There were one or two individuals at the first three sessions who did not respond yes to the question, "Would you come to another session on

parenting skills?" At the fourth session, however, all responded affirmatively.

There were many fewer participants for Package Two, with three at the first session, two at the second and third, and only one at the fourth. The forms were answered in English without exception. The response was fairly consistent to all of the questions, with everyone reporting they enjoyed the sessions very much and would come to another one, and judging the materials to be very important, and about half of the material to be new to them.

The number of parents attending the first through fourth sessions of Package Three were three, five, ten, and four, respectively. English was used exclusively in answering the forms. There was a fair amount of variance with regard to enjoyment of sessions, although the majority reported very much enjoyment, and all responded "yes" to the question of would they return for another session. The importance of the material was rated either very important or extremely important by the participants, and most evaluated at least half of the material as new to them.

There were very few written comments in the spaces provided on the forms for all three packages, and practically no difficulties noted on the list, which included practical issues as well as response to the leader and other participants. Table 4 summarizes the data for the parent reaction to packages.

Table 4. Summary of Parents Reaction to Packages in Lockhart

Parent Reaction to Packages	Package One				Package Two				Package Three			
	N = 12 Session One	N = 7 Session Two	N = 9 Session Three	N = 7 Session Four	N = 3 Session One	N = 2 Session Two	N = 2 Session Three	N = 1 Session Four	N = 3 Session One	N = 5 Session Two	N = 10 Session Three	N = 4 Session Four
Language Used: English	12	7	9	6	3	2	2	1	3	5	10	4
Language Used: Spanish	-	-	-	1	-	-	-	-	-	-	-	-
Language Used: Both	-	-	-	-	-	-	-	-	-	-	-	-
Enjoyment of Session (mean ratings on a scale of 1-5)	3.5	4.4	4.7	4.4	5.0	5.0	5.0	5.0	4.7	4.0	4.6	4.5
Newness of Material (1-5 scale means)	1.4	2.1	2.4	1.7	2.7	3.0	3.0	3.0	3.7	3.4	3.2	2.8
Importance of Material (1-5 means)	4.2	4.1	4.0	4.4	4.3	4.0	4.0	4.0	4.0	4.0	4.5	4.5
Would you come to another session on parenting skills? (no. "yes" responses)	10 of 12	6 of 7	8 of 9	7 of 7	3 of 3	2 of 2	2 of 2	1 of 1	3 of 3	5 of 5	10 of 10	4 of 4

c. San Antonio

Leader Information

There were four leaders for the three packages in San Antonio; one leader led the first and third sessions of Package Two, and another led the second and fourth. Two of the leaders were women, ages 41 and 32. The other two were men, ages 34 and 31. Three were Mexican American and spoke both English and Spanish at home. The other was a Black woman who listed some college work as the highest educational level completed. Two of the others had completed their M.A.'s, and one listed some graduate work as his highest level. All were employed with the City Day Care and Head Start programs, and had had five to ten years of experience in teaching and early childhood development and education. They all had previously conducted training workshops, and reported their own participation in various workshops as formal training in teaching. One leader had ten years of experience in adult education, and one had two years. All cited their five to ten years of experience teaching and working with children in day care/Head Start programs as additional experience with low-income adults, through involvement with the families of the children. None of the leaders were remunerated for conducting the sessions.

Parent Information

There were 39 participants in San Antonio with all three packages combined, two men and thirty-seven women. The forms were answered in English by twenty-four individuals, in Spanish by six, and nine people responded in both Spanish and English.

Almost half were between the ages of 26 and 35, seven were in their early 20's, and six in their late 30's. There were three each in the 16-20 and 41-45 groups, and two people were 46 or older.

Most of the respondents were Mexican American, with five exceptions who were Anglo. A little over half of them reported speaking both English and Spanish at home; a quarter of the group spoke Spanish at home, and there were seven who spoke only English at home.

The majority were married, with seven who were separated or divorced, five single people, and one who was widowed. Twenty-five of the participants lived in households of one to five members; the rest had six or more in their households. Twenty-seven people had between 0 and 3 children under eighteen living at home, with the other twelve having four to six children at home. There was a total of 104 children reported. The largest category was preschool with forty-four children. There were thirty-five between ages six and twelve, eighteen teenagers, and seven infants. The relationship of the participants to the children was parental without exception.

Just over half of the participants were not employed. Sixteen worked full time, and two had part time jobs. There were sixteen of the thirty-nine households with no members employed. Seventeen had one employed member, and six had two or three members employed. About thirty-five percent of the families had incomes of less than $4,600. The rest of those

who responded to the question reported incomes of between $4,600 and $10,000.

Eighteen of the parents were high school graduates. Fourteen of them were at the seventh to eleventh grade level of education, and seven had stopped at the sixth grade or earlier. Almost half the parents had received additional schooling. Six had gone to a business or trade school, nine to a college or university, and three had had some other form of additional schooling. Three had received their B.A.

Twenty-one of the participants had attended a previous parenting workshop. Twenty-seven had watched a parenting program on television, and twenty-eight had ever read parenting books or materials.

Parent Reaction

Fifteen parents were in attendance at the first two sessions of Package One, and thirteen at the third and fourth. They used only English to answer the forms, except for two individuals who used Spanish. The enjoyment of the sessions rose from the first, at which the mean rating was "quite a bit," with a large range of ratings, however; to the third, at which all participants gave the highest enjoyment rating. At the fourth the mean dropped slightly. The ratings of enjoyment seemed to echo the parents' estimates of how much of the material was new to them. At the first session, most parents estimated less than half, and by the third session, as many answered almost all. The assessment of importance of the material for child-raising varied between "very

important" to "extremely important" in a similar pattern to the above ratings. Most parents responded that they would return for another session on parenting skills except for three individuals in the first session and one in the last.

For Package Two, there were thirteen participants in the first session and eight in the other three. The proportion of those who used Spanish to those who used English in answering forms was about three to one for all of the sessions. The parents' enjoyment ratings were consistently quite high, and without exception the parents affirmed that they would return for another parenting session. The variation in amount of material that was new was very great at all sessions, although the mean rating rose from between "not very much" and "about half" to "almost all." Most of the parents judged the material to be extremely important.

There were eleven participants in the first three sessions of Package Three and ten in the fourth. Most used English in answering the forms, except for one individual in each session who used Spanish, and one or two who used both. There was a fairly large range of enjoyment ratings, with the average for all sessions being "quite a bit." There were three individuals in the second session and one in the fourth who did not respond affirmatively to the question of returning for another parenting skills session. The parents' assessment of importance of the material was comparatively low, with the mean dropping from 4.5 (on a five-point scale) to 3.7. The mean estimates of how much

of the material was new to them stayed between "about half" and "almost all," although the range of estimates dropped significantly. (See Table 5.)

Table 5. Summary of Parents Reaction to Packages in San Antonio

Parent Reaction to Packages		Package One				Package Two				Package Three			
		N = 15 Session One	N = 15 Session Two	N = 13 Session Three	N = 13 Session Four	N = 13 Session One	N = 8 Session Two	N = 8 Session Three	N = 8 Session Four	N = 11 Session One	N = 11 Session Two	N = 11 Session Three	N = 10 Session Four
Language Used	English	14	15	13	12	3	2	1	2	9	8	9	9
	Spanish	-	-	-	1	10	6	6	6	1	1	1	1
	Both	1	-	-	-	-	-	1	-	1	2	1	-
Enjoyment of Session (mean ratings on a scale of 1-5)		4.3	4.7	5.0	4.8	4.9	5.0	4.9	5.0	4.1	4.0	3.9	4.0
Newness of Material (1-5 scale means)		2.7	3.1	3.5	3.1	2.6	4.9	4.0	4.1	3.2	3.4	3.4	3.2
Importance of Material (1-5 means)		4.3	4.5	4.9	4.5	4.8	4.9	4.9	5.0	4.5	4.0	3.8	3.7
Would you come to another session on parenting skills? (no. "yes" responses)		12 of 15	15 of 15	13 of 13	12 of 13	13 of 13	8 of 8	8 of 8	8 of 8	11 of 11	8 of 11	11 of 11	9 of 10

3. PMI

Only two of the sites used the PMI: Mercedes and San Antonio. Only Mercedes returned the user forms, and the data from these forms are not conclusive. In Mercedes the PMI was used for a one-month period only, before the end of the first phase of PRIMO. Neither San Antonio nor Mercedes felt that there was sufficient time to properly install the PMI, or to publicize it to prospective users. Mercedes held a workshop for ISD Curriculum Center staff demonstrating on how to use the PMI, but there was not enough time for participants to use the system. In the eight user forms filled out during this workshop, however, seven of the participants indicated that the booklet was clear and that it was not difficult to use the cards and backlighted stand. Five of the participants felt that the PMI would be useful or very useful in providing them with the information they wanted.

4. Booklets

Each site received a supply of the two titles of the booklets associated with the training packages. Each booklet included a postcard size questionnaire in a postage-paid envelope designed to gather reactions from the readers. The postcards were color-coded and numbered in an attempt to trace the sender. Each site was asked to record the numbers of the postcards distributed to the different groups. The distribution patterns used varied from site to site.

In San Antonio the Training/Education/Career Development Manager distributed all 600 booklets at the central office of the EODC Head Start Child Development Program to parents and administrative staff (and through them to other parents) during the second week of April.

In Lockhart, 10 Discipline booklets were distributed by the Head Teacher to the Parent Involvement Group, 90 to prospective parents for 78-79 school year, and 50 to Kindergarten parents. Forty (49) copies of the booklet "Where Do Adults Come From?" were distributed to Head Start children, also by the Head Teacher, and 109 to kindergarten parents. All the booklets were distributed at the Kindergarten except those that went to Head Start children, which were distributed at the East Side Child Development Center.

In Mercedes the booklets were distributed by the training packages, leaders and co-leaders. All 150 of the Discipline booklets went to community parents, parent volunteers and aides, parent-teachers, and parent-teacher aides. All 150 copies of "Where Do Adults Come From?" went to the same recipients, plus district administrators and teachers. Mercedes was alone among the sites who distributed booklets at commercial stores, at baseball games, and at parents' homes, as well as at the five school campuses.

The number of booklets distributed in each site and the number of questionnaires returned are presented in Table 6. There were clear differences in the rates of returned questionnaires. These differences reflect the level of motivation and "prodding" exercised by the personnel in the three communities. The Mercedes people were very dedicated and in many cases behaved as if a good showing was a matter of community pride. The differential return for the two booklets is more difficult to interpret, since it is not constant in all three sites. If that had been the case, it could be said that the content of "Where Do Adults Come From?", being more "controversial," somehow inhibited people from responding. This interpretation is difficult to defend in the light of the analysis of the answers to the questionnaire itself. Table 7 presents a summary of

the responses for each booklet across all three sites. No differences are apparent.

The reactions of the recipients of the Discipline booklet in the three sites are compared in Table 8. Disregarding the data for Lockhart, based on only 4 returns, it is clear that the parents in all sites felt that most of the information in the Discipline booklet was new and potentially useful. The results for the booklet "Where Do Adults Come From?" is presented in Table 9. It can be seen that the patterns of responses is very similar to that of the discipline booklet.

The information furnished by the respondents about themselves has not been analyzed in detail due to time and personnel limitations. Overall, they were parents of young children, although a substantial number of them had school-age children as well. About 85 percent of the respondents were mothers, and about 75 percent of them were between the ages of 20 and 40; only 3 percent were younger than 20 years of age. In terms of ethnic breakdown, 23% of the respondents were Black, 65% were Mexican-American and 12% were Anglo. Seventy (70) percent of the respondents had 12 years or more of schooling.

Table 6. Summary of TV Spot Booklet Distribution and Postcard Returns

	ADULTS			DISCIPLINE			TOTALS		
SITE	Number Distributed	Number Returned	Percentage	Number Distributed	Number Returned	Percentage	Number Distributed	Number Returned	Percentage
San Antonio	300	27	9%	300	121	40%	600	148	25%
Lockhart	150	4	3%	150	14	9%	300	18	6%
Mercedes	200	81	41%	200	87	44%	400	168	42%
TOTAL	650	112	17%	650	222	34%	1300	334	26%

Table 7. Summary of Recipient Reactions to TV Spot Booklets Across All Sites

		PERCENTAGE READ BOOKLET		PERCENTAGE LIKED BOOKLET			PERCENTAGE NEW INFORMATION			PERCENTAGE HOW USEFUL SUGGESTIONS			
BOOKLET	NUMBER	YES	NO	NO	SOME	A LOT	ALL	MOST	SOME	NOT	LITTLE	SOME	VERY
"ADULTS"	112	99	1	2	25	73	69	21	10	1	3	25	71
"DISCI-PLINE"	222	99	1	1	22	77	73	19	8	1	2	23	74

Table 8. Summary of Site Recipient Reactions to "Discipline" Booklet

SITE	NUMBER	PERCENTAGE READ BOOKLETS		PERCENTAGE LIKED BOOKLETS			PERCENTAGE NEW INFORMATION			PERCENTAGE HOW USEFUL SUGGESTIONS			
		YES	NO	NO	SOME	A LOT	ALL	MOST	SOME	NO	LITTLE	SOME	VERY
Lockhart	14	100	0	0	43	57	0	85	15	0	7	29	64
San Antonio	121	98	2	2	14	85	67	21	13	0	2	22	74
Mercedes	87	100	0	1	29	69	81	17	2	0	1	23	76

Table 9. Summary of Site Recipient Reactions To "Where Do Adults Come From" Booklet

SITE	NUMBER	PERCENTAGE READ BOOKLETS		PERCENTAGE LIKED BOOKLETS			PERCENTAGE NEW INFORMATION			PERCENTAGE HOW USEFUL SUGGESTIONS			
		YES	NO	NO	SOME	A LOT	ALL	MOST	SOME	NO	LITTLE	SOME	VERY
Lockhart	4	100		0	50	50	100	0	0	0	0	25	75
San Antonio	27	96	4	0	19	81	74	11	15	0	0	23	77
Mercedes	81	100		3	26	71	65	26	9	1	4	26	69

III. HISTORY OF IMPLEMENTATION

A. Site Selection

The Site Selection Process involved the gathering of pertinent general information about the sites in order to determine the eligibility and/or suitability of a particular site for selection and inclusion in the Project PRIMO effort. Sites considered for selection would have to meet certain "standards" which are commensurate with the purposes, goals, and objectives of PRIMO.

To accomplish site selection, PRIMO developed precise, clear and appropriate criteria by which to consider select sites. After working through and revising several drafts, PRIMO staff produced a brief seven point criteria list for site-selection. These criteria are:

1. The sites selected will be three communities that can be clearly defined by geographic boundaries, by school district boundaries, or by municipal boundaries.
2. The sites selected should represent, if possible, a regional spread in Texas.
3. The sites should not have a well-established Parent Education Program.
4. The sites selected should serve a representative number or percentage of minority populations.
5. The sites should have already-existing minimal resources and agencies, such as social service agencies supported by city, county, or other, which can use and deliver services with the assistance of PRIMO.
6. Previous association with any SEDL projects, such as pilot

or field test sites, should not be a criterion for selection or rejection of a community as a site.

7. The sites should be willing to join with PRIMO in a cooperative venture as set forth in a contractual agreement.

Once the criteria were established, a total of 15 sites in Texas were identified and contacted: 12 school districts, two Headstart programs, and one Junior-Community College. (See Appendix E for a complete list of sites contacted.)

In order to obtain desired information about the sites, two instruments developed by PRIMO trainers were used: (1) a Survey Questionnaire and (2) a Community Survey. The Survey Questionnaire information was obtained via the telephone by asking sites to provide the following kinds of information about parent education programs and parent involvement in their area:

a. if the site had a parent education program
b. the main components of such program
c. the target population for the program
d. the projected length of the program
e. why such a program was needed
f. the method of determining the need(s)
g. the resources available to assist the program
h. the funding source
i. the parent participation/involvement programs
j. how information is disseminated to parents
k. what other services are provided to parents
l. the roles of school personnel in Parent Programs

(See Appendix E for a copy of the questionnaire.)

As a result of the site selection process, three sites were chosen: (1) Lockhart Independent School District, (2) Mercedes Independent School District, and (3) the Head Start Program in San Antonio, Texas.

B. Site Implementation

The technical assistance and materials provided by PRIMO to the sites was documented through (1) logs kept by the trainers, (2) a site questionnaire, and (3) an impact evaluation for the products, the training packages, the PMI and the TV Spot Support booklets. In general, site implementation occured in a sequence which consisted of: (1) initial contact, (2) information sharing, (3) site agreement to cooperate, (4) overview of Project PRIMO, (5) site training in use of materials, and (6) site use of materials.

1. Mercedes Independent School District

a. Site Description

Mercedes, Texas, is a small agricultural community located in Hidalgo County, in the Rio Grande Valley of Texas, bordering Mexico; Mercedes is approximately 302 miles from Austin. The population of Mercedes is 9,355 (U.S. Census 1970); for Hidalgo County it is 181,335 (1970 Census). By county population, the ethnic groups break down to .7% Black, 79.1% Spanish Surnamed, and 20.1% White.

The agency of contact is the Parental Involvement Component of Mercedes Independent School District. The District has 3,622 pupils; 3,458 are Hispanic and 164 are Anglo. The District is in an area which has certain characteristics that

are unique in comparison with other areas of the state and nation. Some of these include the following:

1) The ethnic make-up of the district is predominantly of Spanish or Mexican descent, which comprises over 95% of the total population.

2) The area has a high unemployment rate due to the agricultural nature of the region and to the lack of sufficient industry and business.

3) The area is identified as economically depressed.

4) The area has a low educational attainment.

5) Migrant students make up 40% of the Mercedes Independent School District. All the annual income of the migrant families is totally dependent upon their seasonal employment, which they must seek in other geographical areas of the United States. Even before high travel expenses and fluctuating living expenses have been met, these families' incomes are below the national poverty level. Therefore, these families must seek welfare assistance in the form of food stamps, public subsidized medical assistance, etc., merely to exist.

6) There is a direct correlation between the high rate of student dropout and the low economic level of this population.

7) Grave disparity in educational achievement as reflected by standardized achievement test data, is attributable to the mobility factor and the socio-economic status of the migrant population.

These factors cause many students to underachieve, which essentially perpetuates the poverty cycle due to their lack of skills and cognitive development. Because a substantial number of these students are not meeting the exigencies of school, they have been unable to take advantage of the opportunities to participate more fully in the benefits of the school setting.

The Parental Involvement Component of the Mercedes Independent School District primarily serves parents of migrant children in Pre-K, Kindergarten, and grades 1 through 5. The goals of the program are to help parents become both knowledgeable about and involved in school activities, and to assist them in contributing to the cognitive development of their children in school and in the home, through the active participation in the volunteer program at each of four school campuses, and through the active use of the educational toy lending library at two of the campuses. Currently, the staff is comprised of a Resource Teacher and four (4) Community Liaison Aides.

The program's goals for parent education for the next three years are to (1) implement a district-wide parent education program on all the seven (7) campuses, (2) involve as many school counselors and school principals as possible to become or be trained as leaders, and (3) expand the utilization of pertinent parenting educational materials.

b. Initial Negotiations

On January 27, 1978, PRIMO Trainer contacted the Parent Involvement Coordinator at the Mercedes ISD in order to discuss the possibility of considering the district as a potential PRIMO site. For the entire previous year, the administrative staff of the Federal Programs Department in Mercedes had been searching for a parent education program to use in the district's Parental Involvement Component.

Current activities were inadequate to meet the needs of the district for both involving and "training" the parents of (migrant) school children in related and critical school programs and activities.

The initial discussion with the Parental Involvement Coordinator for the district was informative and fruitful. The basic kind of information transmitted with respect to PRIMO consisted of the following: rationale of SEDL's Early Childhood Program; history of development of the Multimedia Training Packages, the PMIC and the Booklets, pilot test efforts; work agreement and applicability to a (potential or planned) parent education program.

A subsequent conversation with the Director of Federal Programs (who supervises the Parent Involvement Component) resulted in a request for literature about PRIMO for review and sharing with the school superintendent. The following materials were sent with cover letter via bus: (1) PMI descriptive booklet, (2) Positive Parent brochure, (3) some copies of the Positive Parent booklets and (4) a concise narrative copy of the MMTP's. The superintendent's reaction to the materials was favorable. Consequently, the Director of Federal Programs extended a formal invitation to PRIMO to present a comprehensive overview to the school superintendent, the Director of Federal Programs, and the Parent Involvement Coordinator.

c. PRIMO Overview Presentation

The dates scheduled for the initial visit to Mercedes were February 13-14, 1978. The purpose of the vist was 1) to meet with the Superintendent and the Director of the Federal Programs to present an overview of PRIMO and 2) to deliver the PMI and the three MMTP's to the site coordinator and orient her to the materials. The overview presentation consisted of a description of the following:

- SEDL's 1975 Summary of Context Analysis for the Early Childhood Program
- SEDL's subsequent development efforts, with emphasis on the multimedia training packages
- Brief review of proposed SEDL/Site Work agreement (for a copy see Appendix

The overview was followed by a general discussion and sharing of personal experiences related to growing up in migrant families.

The orientation consisted of a review and discussion of the content and the media of the training packages. Rather than simply repeating the mechanisms and technicalities of the packages, the orientation emphasized the rationale and principles involved, so that the Coordinator would have a thorough "feel" for the materials. This approach proved successful, and the orientation ended with the coordinator elaborating on how the sessions in the packages interrelated and how specific lessons within each session related to activities or events of adults and parents in the school/community programs.

At the conclusion of the two-day visit, the following understandings were agreed upon:

1) The Coordinator's detailed presentation to the Superintendent would be made on the following Monday morning, February 20th.
2) The Coordinator and the Director of Federal Programs would attempt to persuade the Superintendent to involve the school counselors in the project.
3) Formal decision on site training would have to be delayed until conclusion of State Conference on Parental Involvement in Brownsville, Texas, on February 23-25.
4) All pertinent information relating to their efforts on behalf of PRIMO would be conveyed to trainer by mid-week, February 22nd.

On March 1, 1978, PRIMO was notified that the superintendent had approved the implementation of PRIMO.

d. MMTP Site Training

One of the significant consequences of the PRIMO overview presentation made to Site administrative staff was the careful planning the site put into the considerations for selecting site personnel to participate. Given the parameters and dimensions of PRIMO, who could be successfully recruited and/or designated for training and participation in the project? Who could also benefit the most? Finally, who possessed some of the interests, aptitudes and potential skills called for

in this important endeavor?

After a series of discussion-sessions weighing the pros and cons of several options (i.e., the feasibility of utilizing teachers or counselors, parents or even administrators, or a combination thereof, etc.), the critical decision was made both to utilize the Counselors and newly-trained Community Liaison Aides, that is, those possessing knowledge about and sensitivity to, the particular needs of the community in general, and of migrant parents and children in particular.

The training of the leaders and co-leaders of the MMTP's took place on March 8-9, in Mercedes. Two PRIMO trainers were involved. Site requested that all leaders and co-leaders attend training for all three packages. The training lasted 12 hours. Wednesday morning 10:00 a.m. - 12:00 noon was General Information, Wednesday afternoon involved La Familia Package training, Thursday morning and afternoon was involved with Family Roles and Discipline Package training. Approximately one and one-half hours was taken to present general information; La Familia y el Respeto took four and one-half hours; Family Roles took 3 hours, and Discipline also took 3 hours. The physical setting of the training was the School Administration Board Meeting Room. Below is the Agenda that was followed:

. Introduction

. Overview of DCAFE and PRIMO

. General Information

. Who Package is for

. Knowing How Parents Learn New Information

. Leading Good Discussion

. Handling Special Problems

. Taking Care of Details at Your Center

. Getting Yourself Ready to Go on Stage

. Evaluation: Participants corrected session procedures as the evaluation section was discussed

. Last Minute Checklist

. La Familia Y El Respeto

. Family Roles & Relationships

. Ways to Discipline Children

2. Lockhart Independent School District

a. Site Description

Lockhart, Texas, in Caldwell County, is a small, poor city in a rural area approximately 30 miles from Austin. In Caldwell County the population is 21.7% Black, 32.4% Spanish-surnamed and 45.9% White. Of the Blacks, 76.6% are below poverty level; 51.8% of the Spanish-surnamed and 20.8% of the Whites are below the poverty level. In 1970, the incidence of poverty for the County as a whole was 43.2%. For Lockhart alone, 38% of all families and 45% of all individuals were below the poverty level in 1970. (See Table 10.)

Table 10. Ethnic Composition and Poverty Levels in Caldwell County, 1970*			
	Black	Spanish Surname	White
% of total population	21.7	32.4	45.9
% of group below poverty level	76.6	51.8	20.8

Social services are spotty in Caldwell County, especially in regards to special educational programs, child care, and helping parents to care for their children.

The Lockhart Independent School District, the agency of contact, has an early childhood program for handicapped children, an ESEA Title I Program, and a just-initiated "alternative school system" for teenagers with drug and other problems. There are a total of 2,744 students: 261 are Black; 1,472 are Hispanic; 13 are American Indian and 1,008 are White.

Lockhart Kinder, where the PRIMO project was utilized, is part of the Lockhart Independent School District. The Kinder has 156 students; 11 Black, 87 Hispanic and 58 White. The table below indicates the school population for the Lockhart Independent School District. (See Table 11.)

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* TDCA, Poverty in Texas, 1973.

Table 11. Ethnic Breakdown and Enrollment by Grade Level, Lockhart, October, 1977*					
Grade Level	Black	Hispanic	American Indian	White	Total
E.C.	3	22	-	4	29
Kdgn.	11	87	-	58	156
1	11	118	-	74	203
2	16	122	-	71	209
3	16	106	-	64	186
4	8	135	-	76	219
5	20	109	-	88	217
6	23	136	-	60	219
7	23	135	-	79	237
8	21	124	-	82	227
9	29	125	1	106	261
10	32	94	1	100	227
11	26	91	1	66	184
12	22	68	-	80	170
Totals	261	1,472	3	1,008	2,744

The target population of the Lockhart Kinder's parental involvement program efforts are migrant parents of preschool age children; however, all other parents of preschool age children may participate. The main goal of the program consists of helping parents provide their children with an environment that supports the cognitive development of their children and nurtures the development of a healthy self-concept. This goal is being achieved by providing parents with training sessions on child development, nutrition,

* Source: Lockhart I.S.D.

dental health and discipline. These sessions are on-going throughout the year. Parents are also assisted in making games, doing such activities as fingerplays, and in cooking nutritious snacks. In addition, a toy lending library is accessible to the parents.

b. Initial Negotiations

The initial contact with the Lockhart, Texas, site was made by a PRIMO staff member. The contact person at Lockhart who made the initial negotiation was the Curriculum Director of Lockhart I.S.D., who demonstrated interest from the beginning in working cooperatively with PRIMO staff to implement the PRIMO project.

The Lockhart site was selected by the PRIMO staff, and the Curriculum Director was contacted and informed of the decision. After acquiring approval from her immediate supervisors, she informed SEDL of their acceptance.

c. PRIMO Overview Presentation

The first official visit to the site was made February 17, 1978. The purpose of the visit was to meet with the Curriculum Director, the Head Teacher at Lockhart Kinder, and (1) explain the materials that PRIMO was providing each of the sites and (2) provide strategies on how to use the materials. The materials were:

3 Multimedia training packages

1 set of booklets (they would receive the complete set later)

1 complete PMI

A preliminary version of the contract agreement was also delivered to the Curriculum Director. However, she was later sent the revised version through the mail. Two questions were raised by her about the contract: 1) Who signs the agreement, and 2) If Lockhart were to purchase materials, does payment have to be within ten days? She was concerned about the latter question because their school year budget does not include monies for the materials; these monies would need to be included in next year's budget. Another question of the Curriculum Director was: Could they utilize the PMIC at SEDL?

The Head Teacher was delegated the respon ibility of coordinating the implementation of the three multimedia training packages at the Lockhart Kinder campus. She spends half time teaching and the other half administering the early childhood center. During the first meeting, she demonstrated enthusiasm and a positive attitude. However, she speculated that it might be difficult to recruit parents for the training sessions. She was mostly concerned about bilingual parents.

d. MMTP Site Training

The teachers at Lockhart Kinder were chosen to be the leaders of the training packages. Teacher assistants at the Kinder were chosen to be co-leaders. Our leader/co-leader team was bilingual, and at the time of the implementation of the training they were conducting weekly activity-making

sessions with mostly bilingual parents.

Because of teaching responsibilities, the teachers could not be available for training before 2:15 p.m. each day. The training session for the leaders and co-leaders was scheduled for March 7th at 2:15 p.m. The training session lasted for two hours. All but one leader attended the training sessions; one arrived late and another had to leave before the session terminated. However, at least one person represented a package at all times.

The training was conducted by two PRIMO staff members. The training was divided into two basic parts: the introduction and general information about conducting workshops, and the content material of each package. The outline for the first part was as follows:

- .Introduction
- .Overview of DCAFE and PRIMO: 3 Products
- .General Information
- .Who Package is For
- .Knowing How Parents Learn New Information
- .Leading Good Discussion
- .Handling Special Problems
- .Taking Care of Details at Your Center
- .Getting Yourself Ready to go On Stage
- .Evaluations
- .Last Minute Checklist

Due to the limited time, the only content material covered during the training was the first session for each of the three packages. In addition, there were many interruptions during the training session. The Head Teacher apologized and said that the interferences could not be helped and the other problems were unavoidable.

Since the initial training was minimal, a continuous check on the site's progress in conducting the sessions was made throughout the implementation period.

e. PMI and Booklets

The PMI was not installed at Lockhart. However, the site did receive and distribute 150 booklets to Kindergarten parents (including prospective parents) and to Head Start parents.

3. San Antonio

a. Site Description

The agency of contact in San Antonio was the Head Start Program, part of the Economic Opportunities Development Corporation. San Antonio is approximately eighty (80) miles from Austin in Bexar County. The population of San Antonio (1975 census) is 981,566.

The E.O.D.C. Head Start Program's administrative staff is housed downtown in San Antonio at 212 Stumberg Street. The overall objective of the program is to provide services to families. The Head Start Program serves approximately 870 pre-school children from 3 to 5 years of age from low

income families throughout the city of San Antonio. It presently operates fourteen child development centers on a full-day basis and five of the fourteen centers on a part-day basis.

The program is funded from the Office of Child Development at the sum of $76,834 (and $40,881 carry-over funds) for 123 children for part-day services, and $1,067,521 for 747 children for full-day services. There are 425 Mexican-American children, 368 Black children, 70 Anglo children, 4 Indian, and 3 others.

b. Initial Negotiations

The Head Start Program of the Economic Opportunity Development Corporation in San Antonio was contacted by PRIMO to discuss the possibility of becoming a test site, using the three multimedia training packages, the PMI and the Positive Parent Booklets. The person contacted at the site was the Education Training Manager of the Head Start Program.

The Education Training Manager and members of her staff visited the SEDL Laboratory on February 10th, to view the Special Projects Program, the Bilingual Program, and the PMIC. During the initial contact the Education Training Manager explained that the reason for her visit to SEDL was to find parenting materials and training products that would be available that she could use almost immediately as an extension of their Parent Education Program. The Education Training Manager was most receptive to the idea of implementing the PRIMO program plan.

The PRIMO staff approved the San Antonio program as a test site for the following reasons:

(1) The San Antonio Program was a child development program and was not in a school system.

(2) Parents of pre-school children would be available for training.

(3) The program would have adequate staff and space to conduct the training and complete it within the time frame of the PRIMO project.

(4) The program was located in a large city, not far from Austin.

c. PRIMO Overview Presentation

A formal presentation of the PRIMO program plan was presented to the Education Training Manager and two staff members of the Head Start Program on February 21, 1978. The presentation consisted of the following:

(1) Overview of program (PRIMO)

(2) Package display

(3) Discussion of all 3 MMTP's and viewing of all media

(4) Discussion of site's role and SEDL's role in using PMI, MMTP's and Booklets. (Reporting system, Evaluations, Training, Implementation, etc.)

Although the Director of the Head Start Program was unable to attend the presentation of the materials, her comments were favorable. The Education Training Director subsequently received approval and informed SEDL of their acceptance and that they would like to begin implementing the program as soon as possible.

d. MMTP Site Training

The training of the leaders and co-leaders of the MMTP's took place on March 6, 1978 in San Antonio. The Leaders chosen by the Head Start Site were the Education Training Manager, the City Day Care Manager, and a Trainer in the Education Department. Co-leaders were the Handicap Co-ordinator, the Monitor and Trainer for City Day Care, and a Trainer in the Education Department.

A team approach was used for the training involving all three PRIMO trainers. It was tentatively planned by the training team that all leaders and co-leaders would participate in a group at the beginning of the training for general information that would be conveyed to all trainers, and that then participants would divide into three groups, meeting in three different rooms for individual package training. Equipment was set up in each of the rooms before the training began.

The introduction was handled by the primary PRIMO trainer for that site. The Overview of DCAFE and PRIMO was conducted by the team. The following components of the presentation taken from the Leader's Manual to the packages were handled by individual team members:

- Who the Package is For
- Knowing How Parents Learn New Information
- Leading Good Discussions
- Handling Special Problems

- Taking Care of Details
- Getting Ready to Go On Stage
- Evaluations
- Last Minute Checklist

The training for Discipline was held in the Training Room. La Familia y el Respeto training occured in the office next to the Training Room. Family Roles was trained in the office of the Education Training Manager. As an example, the Family Roles Training was conducted in the following manner. Training began by correcting the session procedures and passing out information of recommended session changes. Participants received in-depth training as to what the package was about, how the package was conceptualized, and an overview of all four sessions and how they relate. Session I was reviewed in detail as written, using the Leader's Manual and media. Participants had studied the Leader's Manual prior to the training session. Participants participated in the discussion and activities. An overview of Session II was given and the media was shown and discussed. Participants felt that the sessions were clearly written and that they would not have trouble in presenting the sessions. The training lasted 2-1/2 hours, and was completed earlier than anticipated due to a planned program activity at the office. Additional training had been scheduled for Tuesday, March 7, 1978, but due to schedules and to the fact that the Discipline package had been completed and the leader and co-leader of the La Familia

Package did not see a need for further training, the training was canceled, to be rescheduled for another time.

e. PMI Training and Booklets

The PMI training was conducted by PRIMO staff trainer with contact person, the Education Training Manager of the Head Start Program. The training consisted of:

- Explanation of materials and where they should be placed. (Back light stand, cards, booklets, etc.)
- Explanation of forms (search forms, questionnaire, etc.)
- Brief Review of Operator's Manual
- Brief Review of Instructional Manual
- Brief Review of Information Sheets
- Sample Search

Several sample searches were conducted during the two-hour training session so that the Education Training Manager could familiarize herself with the process of using the PMI, the information sheets, search forms, descriptors, etc.

The Education Training Manager decided that the PMI replica would be housed in her administrative office, so that it would be easily accessible to the Administrative staff as well as the Head Start staff located at the centers.

It was also decided that the PMI will be presented to the Central Office Staff of approximately 20 persons for the first training session. Additional training sessions will be held with the Material Acquisition Committee (8 to 10 persons), Parental Community Involvement Committee (8 to 10

persons), Leaders and Co-Leaders of the MMTP (5 persons), Curriculum Committee (10 to 12 persons) and the Cultural Committee (10 to 12 persons).

As part of the PRIMO effort, the San Antonio site received 300 each of the two booklets related to the multi-media training packages; 1, 2, 3, 4 Ways to Discipline and Where Do Adults Come From. In addition the site requested to use the T.V. Spot films.

IV. PARENTING MATERIALS INFORMATION CENTER MAINTENANCE

A. Overview

1. Components

The Parenting Materials Information Center (PMIC) consists of a comprehensive collection of 3,700 materials dealing with Parenting/Parent Education/Parent Involvement. By providing information about available parenting materials, the PMIC makes it easier for parents and those who work with parents to locate materials and decide which materials might be useful to them. The types of materials in the PMIC include books, booklets, audiovisuals, multimedia, periodicals, and other materials concerning each of the following content areas: Family, Pregnancy and Birth, Parenting, Child Abuse, Physical and Sensory Development, Language and Intellectual Development, Social and Emotional Development, Health and Safety, Sexual Development and Education, Discipline, Education and Educational Programs, Parent-Child Activities, Exceptional Children and Parent/School/Community Involvement.

The PMIC does not lend these materials. Instead it provides information about each material in the form of a printed Information Sheet. The Information Sheet contains a brief description of the purpose and content of a material, and includes details on its cost and how to obtain the actual material from the publisher or distributor.

In order to make information about parenting materials available for easier retrieval by practitioners and parents, the PMIC has designed a self-contained information storage and retrieval system, called the Parenting Materials Index (PMI). This Index can be used to

search for materials to meet specific needs by first selecting terms that describe the characteristics of the desired materials, and then manipulating descriptor cards representing these terms. When a search has been completed and the Information Sheets have been located, users can then decide which materials they are interested in obtaining from the distributor (publisher). The materials can be examined at the PMIC. The PMI currently contains descriptions of 1834 materials and 176 terms which can be used in various combinations to retrieve the materials.

The PMI can be replicated by reproducing the Information Sheets and duplicating the set of descriptor cards. The system can be updated periodically and requires no more space than a desk top. The PMI is part of the PMIC and has also been replicated and installed at selected locations outside of SEDL. The PMIC provides these sites with updating services and technical assistance and collects evaluation data and general feedback from them.

The PMI is also used to respond to mail search requests submitted by users who do not have direct access to the PMI in Austin or at a replication site. After a user requests information about a specific topic, the PMIC staff performs the search for materials using the PMI. Once identified, a set of Information Sheets related to the requested topic are sent by mail to the user.

In order to provide information about materials to people who do not have access to the PMIC or the PMI, a listing of the 3,700 materials in the collection was produced and is being distributed at cost nationwide. This listing, entitled Parenting in 1977, includes the title of each material, author, copyright date, number of pages, price and ordering information. The materials are listed alphabetically by

title according to their major subject area.

2. Tasks

For the period of November 1, 1977 through May 31, 1978, the tasks of the PMIC as part of Project PRIMO were to (1) expand and update the collection of materials and the retrieval system (the PMI). This involved actively searching, acquiring, analyzing and cataloguing available parenting materials. In addition, it involved periodic purging of the collection and the retrieval system with respect to eliminating information about materials no longer available, (2) collect additional evaluation data on the use of, satisfaction with, and effectiveness of the PMIC and the PMIC parenting education products and services. These products and services included: the use of the Parenting Materials Index at the eight replication sites and in Austin, Parenting in 1977: A Listing of Parenting Materials, the PMIC mail search service, and the use of the Parenting Materials Information Center at SEDL.

B. Development During November 1977 through May 1978

1. Expansion of the PMIC Collection

A continuing task of importance in operating the PMIC involves maintaining as current and as comprehensive a collection of parenting materials as possible. Therefore, the identification and acquisition of new materials for inclusion in the PMIC collection was a major ongoing activity throughout this scope of work. The emphasis of materials added to the collection was on the more practical "how to" materials rather than on research-oriented materials. The materials added included commercially produced books, magazines, kits and packaged materials for each individual and group, inexpensive government and foundation publications, and audiovisual materials.

A variety of sources were used for gathering materials to build the PMIC collection. The PMIC is on the mailing lists of numerous publishers, from whom materials were purchased during the preceding years, and catalogs were received and reviewed continuously. In addition, magazines, newsletters, journals, and newspapers were reviewed on a regular basis. As new materials arrived they were scanned for important references or bibliographies about materials in the area of parenting. The Library Journal was reviewed each month and appropriate parenting materials were identified and acquired. Regular visits to bookstores in Austin were made to identify and purchase new materials. Attendance at conferences related to parenting/parent education led to sources of new and soon to be available materials. Referrals to materials were also made by SEDL staff and other people working in the area of parenting.

A concerted effort was also made to locate audiovisual materials/ kits for professionals to use with parent groups, as these types of materials are in great demand. A total of 26 audiovisual materials/ kits were added.

Table 12 lists the number of materials acquired from November 1977 through May 1978 by major content area and format. Table 13 lists the total current holdings of the PMIC by major content area and format.

2. Expansion of the Parenting Materials Index

The Parenting Materials Index (PMI), the storage and retrieval system used to retrieve information about parenting materials, consists of descriptor cards which represent terms used to describe the materials and Information Sheets which contain brief descriptions of the materials (See Section II of the Work Unit I Final Report for November 1, 1976-October 31, 1977 for a complete description of the Parenting Materials Index.) The PMI is expanded first by analyzing the new materials which have been added to the PMIC collection, and second, by analyzing selected materials from the current holdings which have not been analyzed.

The process of analysis includes (1) indexing materials with descriptors from a set group of terms contained in the PMIC Dictionary of Terms and (2) writing a one-to-two page descriptive Information Sheet about each material according to established guidelines. This Information Sheet includes information about (1) the purpose and content of the materials, and (2) the details on cost and how to obtain the actual material from the publisher or distributors. (The Training Guidelines which contain a complete description of the process of analysis, the PMIC Dictionary of Terms, and sample Information Sheets are included

Table 12. Materials Acquired from November 1977 Through May 1978

BY MAJOR CONTENT AREA	TOTAL	BY FORMAT	TOTAL
Social and Emotional Development	17	Books	123
Discipline	9	Booklets	25
Parent-Child Activities	24	Instructional Materials and Audiovisuals	26
Exceptional Children	17	Bibliography	5
Education & Educational Programs	16	Papers	6
Sexual Development & Education	6		
Child Abuse	1		
Parent/School/Community Involvement	11		
Pregnancy and Birth	15		
Health and Safety	13		
Parenting	22		
Family	33		
Language & Intellectual Development	1		
TOTAL	185	TOTAL	185

Table 13. Current Holdings as of May 31, 1978

BY MAJOR CONTENT AREA	TOTAL	BY FORMAT	TOTAL
Child Abuse	109	Books	1645
Discipline	80	Booklets	1133
Education & Educational Programs	470	Instructional Materials	312
Exceptional Children	543	Audiovisuals	270
Family	455	Kits & Posters	63
Health & Safety	304	Bibliographies	101
Language & Intellectual Development	77	Papers	165
Parent-Child Activities	365	Newsletters & Magazines	60
Parent/School/Community Involvement	383	Miscellaneous	18
Parenting	384		
Physical & Sensory Development	27		
Pregnancy & Birth	237		
Sexual Development & Education	106		
Social & Emotional Development	328		
TOTAL	3767	TOTAL	3767

in Appendix A of the Work Unit 1: Parenting Materials Information Center Final Report for November 1, 1976 to October 31, 1977 submitted to NIE). The expansion of the PMI through the process of adding analyzed materials is an important activity of this project because it directly affects the ability of the Center to provide up-to-date, comprehensive information to users.

The analysis of acquired parenting materials was an ongoing activity throughout the period of November 1977 - May 1978. In the past, materials analysts were hired to work part-time for the purpose of performing the analysis of materials. During this scope of work, only one staff person was responsible for performing the analyses in addition to the other duties involved in the operation of the PMIC. Therefore, the ability to significantly add new analyzed materials to the PMI was hampered. A total of 82 materials were analyzed and entered into the PMI. The number within each format was: 44 books, 6 booklets, 24 films, and eight instructional materials (kits). Table 14 indicates, by content area, (1) the total number of materials acquired, (2) the number analyzed from November 1977 through May 1978, (3) the total number of materials analyzed, and (4) the total percentage of materials analyzed.

Table 14. Materials Acquired and Analyzed by Major Content Area

CONTENT AREA	TOTAL ACQUIRED	ANALYZED 11/77-5/78	TOTAL ANALYZED	TOTAL PERCENTAGE ANALYZED
Child Abuse	109	2	67	61%
Discipline	80	4	46	58%
Education & Educational Programs	470	2	154	33%
Exceptional Children	543	5	198	36%
Family	455	8	255	56%
Health & Safety	304	8	130	42%
Language & Intellectual Development	77	2	47	61%
Parent-Child Activities	365	11	199	55%
Parent/School/Community Involvement	282	2	96	34%
Parenting	384	22	242	63%
Physical & Sensory Development	27	0	10	37%
Pregnancy & Birth	237	6	119	50%
Sexual Development & Education	106	3	65	61%
Social & Emotional Development	328	7	210	64%
TOTALS	3767	82	1838	

C. Major Activities During November 1977 through May 1978

1. Dissemination of Parenting in 1977: A Listing of Parenting Materials

Parenting in 1977: A Listing of Parenting Materials was the fourth publication of its kind produced by the PMIC. (The previous listings were: An Alphabetical Listing of Materials Acquired through October 31, 1974, Parenting in 1975: A Listing from PMIC, and Parenting in 1976: A Listing from PMIC.) It represents a comprehensive and up-to-date listing of materials in the PMIC collection and is the PMIC's major dissemination product. The materials in the listing are organized into fifteen major content areas: Child Abuse; Discipline; Education and Educational Programs; Exceptional Children; Family; Health and Safety; Language and Intellectual Development; Multicultural/ Multiethnic Heritage; Parent-Child Activities; Parent/School/Community Involvement; Parenting; Physical and Sensory Development; Pregnancy and Birth; Sexual Development and Education; and Social and Emotional Development. A comprehensive list of all publishers producing materials listed in Parenting in 1977 and their addresses are provided at the end of the listing. The entries are arranged alphabetically by title within each subject area. Due to space considerations, an entry is listed in only one section according to the primary focus of the material. Each entry contains the title, author, copyright date, number of pages or length of film, price, and publisher's name. Those entries which represent materials that have been analyzed and for which an Information Sheet has been prepared are indicated by an asterisk (*) and a document number. A user of the listing can order Information Sheets from the PMIC at SEDL by recording the document

numbers of the desired Information Sheets on the order form which is enclosed with each copy of the listing. When an order form is received by the PMIC staff, the appropriate Information Sheets are then sent to the user.

This comprehensive listing of parenting materials is a useful reference for professionals and paraprofessionals in the fields of parenting, parent education, and parent involvement. It also serves as a reference for parents interested in obtaining parenting information. By using the material entries in the listing along with the list of publisher and addresses, the user can order a material directly from its producer/distributor.

An announcement/order form and a news release were used to disseminate information about the availability of Parenting in 1977. In addition to sending announcements which responded to general requests for information about the PMIC, a publicity campaign was designed and implemented for the purpose of making more people aware of the availability of the listing. Table 15 indicates the organizations/individuals who were mailed the announcements; Table 16 indicates the conferences where the announcements were distributed; and Table 17 indicates the organizations/publications which were mailed the news release, letter, and the listing. (See Appendix F for copies of the announcement, news release, and letters.)

As of May 31, 1978, 703 copies of the listing have been sold. Figure 1 illustrates where these orders originated by state and DHEW Region. Eighteen orders for 635 Informations Sheet have been filled.

In order to gather data regarding utilization of the listing Parenting in 1977, an assessment instrument (Parenting in 1977 User

Table 15. Recipients of Mailed Announcements for Parenting in 1977 Listing

Organization	Number of Announcements	Coverage
National Association for the Education of Young Children (Affiliate Group Presidents)	155	State
Education for Parenthood (Boys Club of America, Soys Scouts of America, 4-H U.S. Dept. of Agriculture, Girls Scouts of America, etc.)	50	National
Follow Through Sponsor Organizations		National
State Departments of Welfare (all state welfare depts.)	52	National
Parent Co-operative Preschool International Directory	555	National
State Offices of Child Development	11	National
The National Foundation/March of Dimes (Chapter executive, field representatives, volunteer advisors)	47	National
DHEW Regional Offices (Mental Health Consultants)	10	National
Follow Through Directors	389	National
Texas Department of Mental Health and Mental Retardation Directors of Services	663	State
Education Service Center Directors	20	State
Children's House Magazine School Directory Listing	118	National
Licensed Child Care Facilities, Austin	247	Local

Table 16. Conferences Where Parenting in 1977 Listing Announcements Were Distributed

Conference	Number of Announcements	Coverage
Texas Parental Involvement State Conference, Brownsville, Texas	150	Statewide
National Child Abuse Conference, New York, New York	200	Nationwide
Regional Conference on School-Age Parenthood, Philadelphia, Pennsylvania	200	Regional
Parenting Conference, University of Texas School of Nursing, Austin, Texas		Statewide
Michigan Association for School-Age Parents, Region II Conference, Lapeer, Michigan	200	Regionwide
Huston-Tillotson College, Parent-Family Life Center, Austin, Texas	50	Citywide
Day for Parent Educators, Children's Resource and Information Service, Houston, Texas	100	Regionwide
Mental Health/Mental Retardation Workshop Austin, Texas	50	Citywide
Parenting Conference, Education Service Center and Department of Human Resources, Beaumont, Texas	200	Regionwide
Information Resources Workshop for Educators in New Mexico, State Department of Education, Santa Fe, New Mexico	30	Statewide
The Early Years Conference, Emporia State University, Emporia, Kansas	100	Citywide
Follow Through Parent Involvement Workshop, Tampa, Florida	200	Nationwide
Book Fair, St. Edwards University, Austin, Texas	100	Citywide
National Association for Bilingual Education Conference, Puerto Rico	100	International

Table 17. Recipients of Complimentary Parenting in 1977 Listing and News Release

Organization/Publication	Audience	Coverage
Today's Child Magazine, Roosevelt, NJ 08555	Educators, Parents, Administrators	National
Citizen Action in Education, by Institute for Responsive Education, Boston, MA 02215	Parents, Educators	National
FOCUS, by Coalition for Children and Youth, Washington, DC	Educators, Nonteaching Professionals	National
IMPACT, by Texas Mental Health/Mental Retardation, Austin, TX	State Agency (MHMR) Personnel	State
EDC News, by Education Development Center, Newton, MA	Nonteaching Professionals, Educators, Administrators	National
Birth and Family Journal, Berkeley, CA	Nonteaching Professionals	National
Young Children, by National Association for the Education of Young Children, Washington, DC	Educators, Nonteaching Professionals	National
Exchange, by Child Welfare Resource Information Exchange, Washington, DC	Nonteaching Professionals	National
Early Childhood Project Newsletter, by Education Commission of the States, Denver, CO	Educators, Nonteaching Professionals	National
Voice for Children, by Day Care and Child Development Council of America, Washington, DC	Educators, Administrators	National
Child Welfare League of America Newsletter, by Child Welfare League of America, Inc., New York, NY	Nonteaching Professionals	National
National Child Protection Newsletter, by National Center for the Prevention of Child Abuse and Neglect, Denver, CO	Nonteaching Professionals	National

Table 17. Recipients of Complimentary Parenting in 1977 Listing and News Release Cont'd

Organization/Publication	Audience	Coverage
The Bulletin of the National Clearinghouse Project for Home-Based Services to Children, by Institute for Child Behavior and Development, Oakdale, IA	Nonteaching Professionals, Educators, Administrators	National
Education for Parenthood Exchange, by EDC School and Society Programs, Newton, MA	Educators, Administrators	National
Prevention Resource Bulletin, by Pyramid, Chevy Chase, MD	Nonteaching Professionals, Educators	National
Frontiers, by Parents Anonymous, Redondo Beach, CA	Nonteaching Professionals, Parents	National
Re: Children, by Children's Bureau, Administration for Children, Youth, and Families, Washington, DC	Educators, Nonteaching Professionals	National
Apple Pie, by Center for the Study of Parent Involvement, Oakland, CA	Educators, Administrators	National
Council for Exceptional Children, Reston, VA	Educators, Administrators	National
Caring, by National Committee for Prevention of Child Abuse, Chicago, IL	Nonteaching Professionals	National
Education Daily, Washington, DC	Educators, Administrators	National
Union College Character Research Project, Schnectady, NY	Educators, Administrators	National
Ethnic Heritage Center--AACTE, Washington, DC		National
Education Service Center, Regions I - XX	Directors in each region	State
State Libraries	State library directors	National
Community Education Advisory Council		National
Community Education Programs		National
Chief State School Officers		National
National Council on Family Relations	State presidents	National

Figure 1. State/Regional Distribution of Parenting in 1977 Listing

REGION I:

Connecticut	13
Maine	4
Massachusetts	7
New Hampshire	3
Rhode Island	2
Vermont	1

REGION II:

New York	24
New Jersey	4
Puerto Rico	
Virgin Islands	

REGION III:

Delaware	6
Maryland	15
Pennsylvania	36
Virginia	14
West Virginia	14
District of Columbia	104

REGION IV:

Alabama	2
Florida	5
Georgia	9
Kentucky	8
North Carolina	10
South Carolina	8
Tennessee	10

REGION V:

Illinois	26
Indiana	15
Michigan	21
Minnesota	26
Ohio	8
Wisconsin	12

REGION VI:

Arkansas	
Louisiana	
Mississippi	3
New Mexico	7
Oklahoma	6
Texas	95

REGION VII:

Iowa	19
Kansas	26
Missouri	1
Nebraska	3

REGION VIII:

Colorado	8
Montana	2
North Dakota	10
South Dakota	
Utah	3
Wyoming	

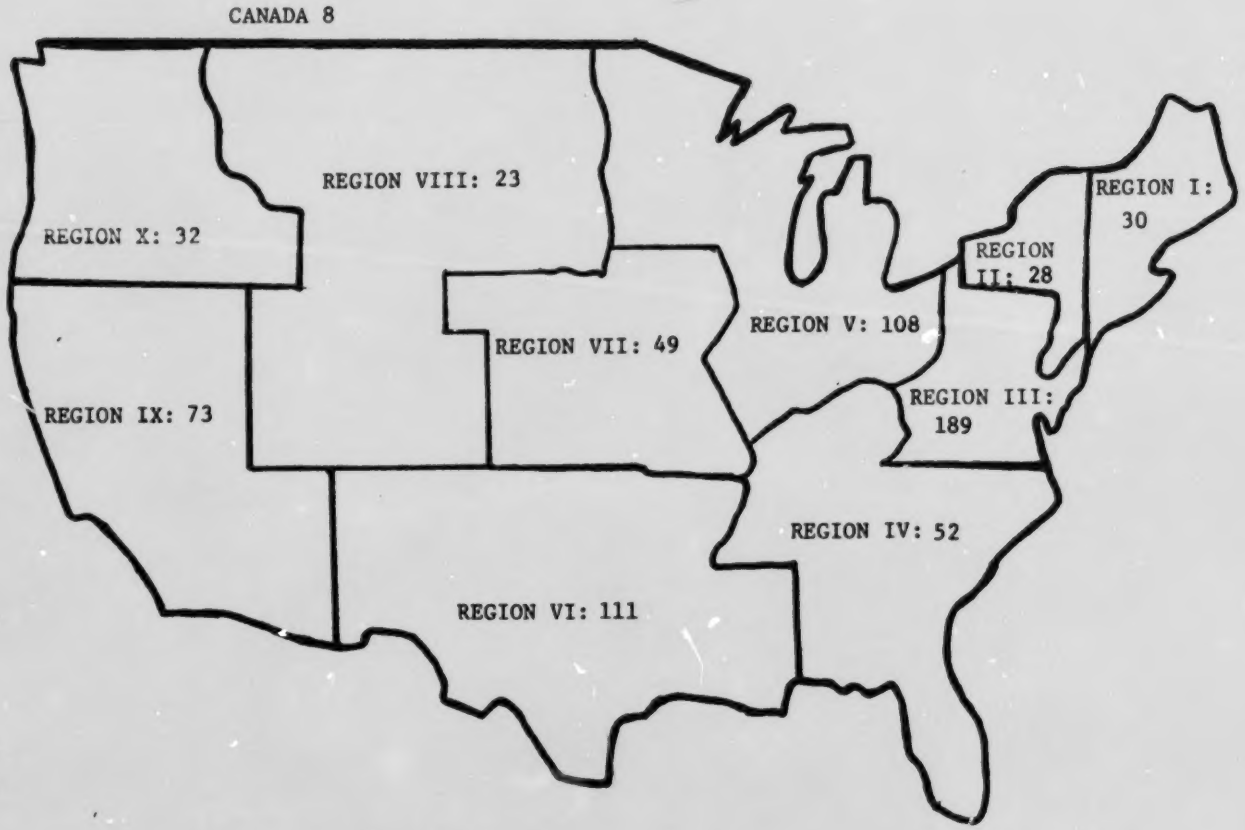
REGION IX:

Arizona	11
California	60
Hawaii	2
Nevada	
Guam	
Trust Terr. of Pacific Island	

REGION X:

Alaska	1
Idaho	10
Oregon	8
Washington	13

CANADA 8



*Total sales during November 1, 1977--May 31, 1978 = 703

Questionnaire) was developed. This instrument was mailed with each listing purchased, along with a postage-paid envelope in order to facilitate return of the questionnaire. A summary of the results is included in the following pages. (See Appendix G for a copy of the instrument).

Of the 703 purchasers of the listing, 58 user questionnaires had been returned as of May 5, 1978. From the questionnaire response, it appears that the listing has been very well received. Ninety-three percent (93%) of the respondents found it to be useful, with only 7% rating it not useful, and 95% plan to purchase some of the materials. Sixty-five percent (65%) said that a selective, annotated listing would be more useful and 53% indicated that an author index would be useful. The comments from users on ways to make future listings more useful (see responses to question seven) can be easily accomplished by using the Parenting Materials Index. Tables 18 and 19 indicate the types of organizations and professional categories of the respondents.

2. Mail Search Request Service

Since November 1977 the PMIC has received 112 search requests. These searches have been conducted using the Parenting Materials Index and the resulting Information Sheets mailed to the user. The PMIC provides this service for people who do not have the opportunity to use the system in Austin or at a replication site. This method serves to widen the range of system experience on a national level. A special effort was made to respond to search requests within two weeks after their receipt, and emphasis was placed on receiving feedback from users through questionnaires and telephone interviews.

Search requests are submitted by mail on a form from our brochure or by telephone (see Appendix A--PMIC Brochure and Search Form "Parenting Materials Information Center" of the Work Unit I Final Report for November 1, 1976 through October 31, 1977.) In some instances searches are

PARENTING IN 1977 USER QUESTIONNAIRE
SUMMARY OF RESULTS

1. Respondents to this item indicated they wanted to find the following kinds of information in the listing: (selected responses)

   - General parenting materials with annotations.
   - Low-cost materials for parents of preschoolers.
   - Resources for parent-child teaching experiences in the home.
   - Titles, publishers and prices of materials for use with parents.
   - Films/other media beneficial to parents of exceptional children.
   - Practical and inexpensive resources/materials for low income, minority parents, bilingual parents, and young single parents.
   - Bibliography of materials for parent involvement in schools.
   - Current child development literature for parents
   - Material on healthy family relationships and family communication.
   - Materials related to teenage pregnancy, birth and parenting.
   - Materials for college students in Home Economics.
   - Information on parent education programs.

2. Usefulness of the listing in providing information wanted: (N=56)

   2 (a) Useless
   2 (b) Not Very Useful
   6 (c) Somewhat Useful
   18 (d) Useful
   28 (e) Very Useful

3. Indications of plans for using information provided in listing: (selected responses)

   - As a resource for parents.
   - Use in parent meetings and workshops.
   - Resource for parents in early intervention program for handicapped infants
   - Advising purchasers of materials from universities, Head Start programs, schools, etc.
   - Reference in teaching college or counseling.
   - Ordering materials for use in child development classes (senior high).
   - Use in training paraprofessionals.
   - Ordering information sheets
   - Circulating to program consultants and field representatives to better inform them as to resource materials available in their field.
   - Reference for ordering parenting materials and preparing bibliographies.
   - Make listing available for borrowing by public libraries and state agencies.
   - Use to set up a parenting program.

- As a resource for school districts.
- For research, program development and staff training.
- As a media resource.
- Put in the home economics education library for student use.

4. Indications of plans to obtain some of the materials listed. (N=56)

53 (a) Yes
2 (b) No
1 (c) Unsure

a. Indicated sources for obtaining materials:

45 (a) Publishers
9 (b) Bookstores
4 (c) Library

b. Indicated plans for using the materials after purchase: (selected responses)

- With teachers and parents in workshops.
- For program development and staff training.
- As resources in Parent Training Program for parents of mentally retarded children.
- In class and as supplemental material for teen fathers and mothers.
- As resource for parents.
- To help formulate parent education activities.
- Distribute to parents and staff of community agencies as required.
- Share with parents in Parent-Toddler Class and Foster Parent Training class.
- For research, writing and giving programs.
- As guides and as materials for parenting resource center.
- Public presentations and individual consultations with parents.

c. Indications of who materials will be used with: Parents (27), Teachers (17), Students (6), Staff (11), Expectant Parents (1), Parents of Exceptional Children (2), Foster Parents (1), Social Workers (2), Special Education Teachers (2), Children (3), Researchers (3), Community Agencies (6), Parent Groups (1), Volunteers (1), Pediatricians (1), Nurses (1).

5. Indications that a selective, annotated listing would be more useful. (N=57)

37 (a) Yes
20 (b) No

Indications of price users would be willing to pay for an annotated bibliography: Ranged from $2.00 - $25.00 with majority in the $5.00 - $10.00 range (N=25); three indicated not sure.

6. Indication of author index usefulness: (N=58)

31 (a) Useful
27 (b) Not useful

7. Selected comments from users on ways to make future listings more useful.

- Divide materials by format.
- Add annotations and author index.
- More resources for handicap literature, including organizations.
- Include a subject index with cross-references.
- Include addresses of advocacy and special interest groups who provide free or inexpensive materials and training in parenting.
- Advertise your services more.
- Rate materials according to consumer opinion.
- List materials that are oriented to the pregnant adolescent and teen parent separately.
- Comment on reading level of materials, comment on group materials are geared to.

Demographic data regarding purchasers of the listing:

ITEM	RESPONSE INDICATOR	NUMBER*
(a) Age:	20-29	28
	30-39	18
	40-49	15
	50 or over	5
(b) Sex:	Female	52
	Male	14
(c) Schooling:	High School	1
	A.A.	2
	B.A.	16
	M.A.	31
	Ph.D.	5
	Ed.D.	3
	Other	8
(d) Parent:	Yes	36
	No	30
(e) Work:	Yes	64
	No	2

* One respondent included this information for 10 members of his staff.

Table 18. Types of Organizations Responding To Parenting in 1977 User Questionnaire

Organizations	Number
Schools, Universities, Colleges	16
Preschools	7
Special Education Programs	3
State Education Agencies	4
State & Community Social Service Agencies	12
Hospitals/Medical Centers/Health Programs	7
Library	1

Table 19. Types of Professional Categories Responding to Parenting in 1977 User Questionnaire

Professional Category	Number
Teachers	
Social Workers/Caseworkers	
Parent Educators/Coordinators	
School Counselors/School Psychologists	
Students	
Psychologists	
Preschool Directors/Coordinators	
Teenage Parent Program Coordinators/ Consultants	
Nurses	
Librarians/Resource Specialist	
Special Educational Needs Project Director	
Child Development Specialists	
University Professors	
Administrators/Principals	
Researchers	

conducted based on letters received which request information about a specific topic. Brochures are routinely sent to people who request general information about the PMIC and they also are distributed at conferences. There has been no special effort to advertise this service. Based on the volume of search requests received with no dissemination effort, it appears that if there was a campaign, present PMIC staff members could not handle the anticipated response.

After a search request is received, the actual search is conducted by a PMIC staff member, based on the description of the problem submitted by the user and the descriptors suggested. Often, the needs statement will briefly sketch the problem, while the descriptors provide several other points of interest that add more depth to the request. After a clear understanding of the user's question is established, more succinct descriptors are often substituted, more appropriate descriptors are added, and/or irrelevant descriptors are discarded. In the case of a search based on a letter, appropriate descriptors are selected by PMIC staff. The brochure limits mail search request users to selecting no more than three descriptors; however, users may submit other request forms at later dates. A limited staff load has caused the PMIC to limit the scope of searches in an attempt to keep up with increasing demands.

Many such search request forms are so broad that two or three separate searches are necessary instead of one. A user may want information about several different areas of parenting such as Child Abuse, Parenting of the Exceptional Child, and Parent-Child Activities, but these areas do not overlap. Therefore, very few materials are available that deal with all three subject areas. Unless the needs

statement indicates that the user does indeed want only materials that incorporate all the areas marked, the search is divided into three separate searches and materials are retrieved for each subject separately.

For users who want no limiting factor added to the search (all formats, all content areas, all age levels, all target audiences), it is usually suggested that they purchase the PMIC listing, Parenting in 1977: A Listing of Parenting Materials. This way the user can get a better overview of parenting literature, select the titles that seem relevant to his or her needs, and then write the PMIC for copies of the selected Information Sheets.

After conducting the search using the PMI and recording the resulting document numbers, Information Sheets are reviewed and selections are made of those best meeting the needs of the user. This step requires final subjective judgment and selection by the person conducting the search. Conducting searches has led to revising the analysis and coding process and the retrieval system itself. (See Work Unit 1 Final Report for November 1, 1976 to October 31, 1977, Section II for a detailed description of the search process).

In the past seven months, the PMIC has processed 112 mail search requests. Each of these requests took approximately 1-1/2 hours to process. Of these requests, 107 came by mail and 5 by telephone. The requests designated 82 different subject areas. In some cases, subject areas were added to the user's request, whereas, in other cases, they were eliminated. In both instances, the requests resulted in 243 separate searches. Table 20 indicates the subject areas users requested information about, and the frequency a subject area was requested. Table 21 classifies the users into professional categories, and Table 22 indicates the types of organizations represented. Figure 2 illustrates the states and DHEW regions from which the searches originated.

Table 20. Mail Search Service User Requests by Subject Area

Subject Area	No. of Requests
Pregnancy & Birth	
Pregnancy & Birth in General	3
Prenatal Health & Care	1
Prenatal Development	1
Newborn Child/Breast-feeding	3
Parenting	
Parenting in General	27
Parenthood	10
Communication Skills	8
Toilet Training	2
Teaching about Sex	2
Stepparenting	1
Single Parenting	5
Adoptive Parenting	1
Foster Parenting	2
School-Age Parenting	19
Family	
Family in General	7
Family Planning	1
Father's Role	1
Mother's Role	1
Twins & Only Children	2
Divorce	2
Death	2

Subject Area	No. of Requests
Parent-Child Activities	
Parent-Child Activities in General	24
Musical & Rhythmic Activities	2
Practical Activities	1
Sensory Activities	1
Verbal & Thinking Activities	4
Toys & Playthings	4
Games & Recreation	1
Academic Activities in General	2
Math Activities	1
Reading Activities	2
Discipline	
Discipline in General	7
Principles of Behavior Management	4
Methods of Discipline	2
Punishment	1
Encouragement & Reward	1
Health & Safety	
Routine Preventive Health Care	3
Drugs, Alcohol & Other Habits	2
Chronic Health Problems	1
Childhood Ailments	1
Nutrition & Foods	1
Safety in General	2

Subject Area	No. of Requests
Language & Intellectual Development	
Language & Intellectual Development in General	7
Intelligence	1
Thinking & Reasoning	2
Creativity	2
Bilingualism	2
Physical & Sensory Development	
Physical & Sensory Development in General	3
Sexual Development & Education	
Sexual Development & Behavior	4
Social & Emotional Development	
Social & Emotional Development in General	19
Self Concept & Personality	5
Development of Conscience	2
Play	2
Anger & Aggression	1
Fear & Anxiety	2
Jealousy & Envy	2
Love & Caring	1
Family Influence	2
Peer Influence	1
Child Abuse	
Child Abuse in General	3

Table 20. Mail Search Service User Requests by Subject Area Cont'd

Subject Area	No. of Requests	Subject Area	No. of Requests	Subject Area	No. of Requests
Parent/School/ Community		Health & Safety	1		
		Language & Intellectual Development	2		
Parent Involvement in General	14	Social & Emotional Development	1		
Volunteers	1	Sexual Development & Education	2		
Home/School Activities	1	Discipline of Exceptional Child	7		
Parent Involvement Program Administration	1	Cerebral Palsy & Crippling	1		
Mental Health & Counseling	1	Emotionally & Socially Maladjusted	1		
		Hearing Impairment	1		
Education & Educational Programs		Learning Disabilities	6		
		Mental Retardation	3		
Preschool/Day Care Education & Programs	4	Visual Impairment	1		
Adult Education & Programs	1				
Bilingual/Migrant Education & Programs	1				
Parenting Education & Programs					
Exceptional Children					
Parenting of Exceptional Child	13				
Family Attitudes	2				
Activities & Recreation	4				

Table 21. Mail Search Service User by Professional Categories

Category	Number	Percentage
Teachers	12	11%
Social workers/Counselors	15	13%
Parent Educators/Coordinators	12	11%
Parents	10	9%
School Counselors	8	7%
Students	5	4%
Psychologists/Family Therapists	6	6%
Preschool Directors	8	7%
Teenage Parent Program Coordinators	10	9%
Prenatal Instructors/Nurses	9	7%
Child Development/Education Specialists	5	4%
Librarians/Resource Persons	5	4%
In-Home Educators	2	2%
Special Education Teachers	6	6%

Table 22. Mail Search Service User by Organizations

Organization	Number	Percentage
Schools, Colleges, and Institutes	27	24%
State Departments of Education	4	3.5%
State Departments of Human Resources	4	3.5%
Child Care Centers	14	13%
Special Education Programs & Associations	11	10%
Junior Leagues	6	5%
Health Departments	3	2.5%
Parent Education Centers	14	13%
Mental Health/Guidance Centers	9	8%
Children's Homes	3	2.5%
Young Pregnant Women's Programs	10	9%
Hospitals	3	2.5%
Adult Education Programs	4	3.5%

Figure 2. State/Regional Distribution of Mail Search Service User Requests*

REGION I:
Connecticut
Maine
Massachusetts 5
New Hampshire
Rhode Island 1
Vermont

REGION II:
New York 5
New Jersey 5
Puerto Rico
Virgin Islands

REGION III:
Delaware
Maryland 3
Pennsylvania 4
Virginia
West Virginia 5
District of Columbia

REGION IV:
Alabama 1
Florida
Georgia 3
Kentucky 1
North Carolina 2
South Carolina 3
Tennessee 3

REGION V:
Illinois 1
Indiana
Michigan 3
Minnesota 4
Ohio 4
Wisconsin

REGION VI:
Arkansas
Louisiana 3
Mississippi 1
New Mexico 4
Oklahoma 2
Texas 26

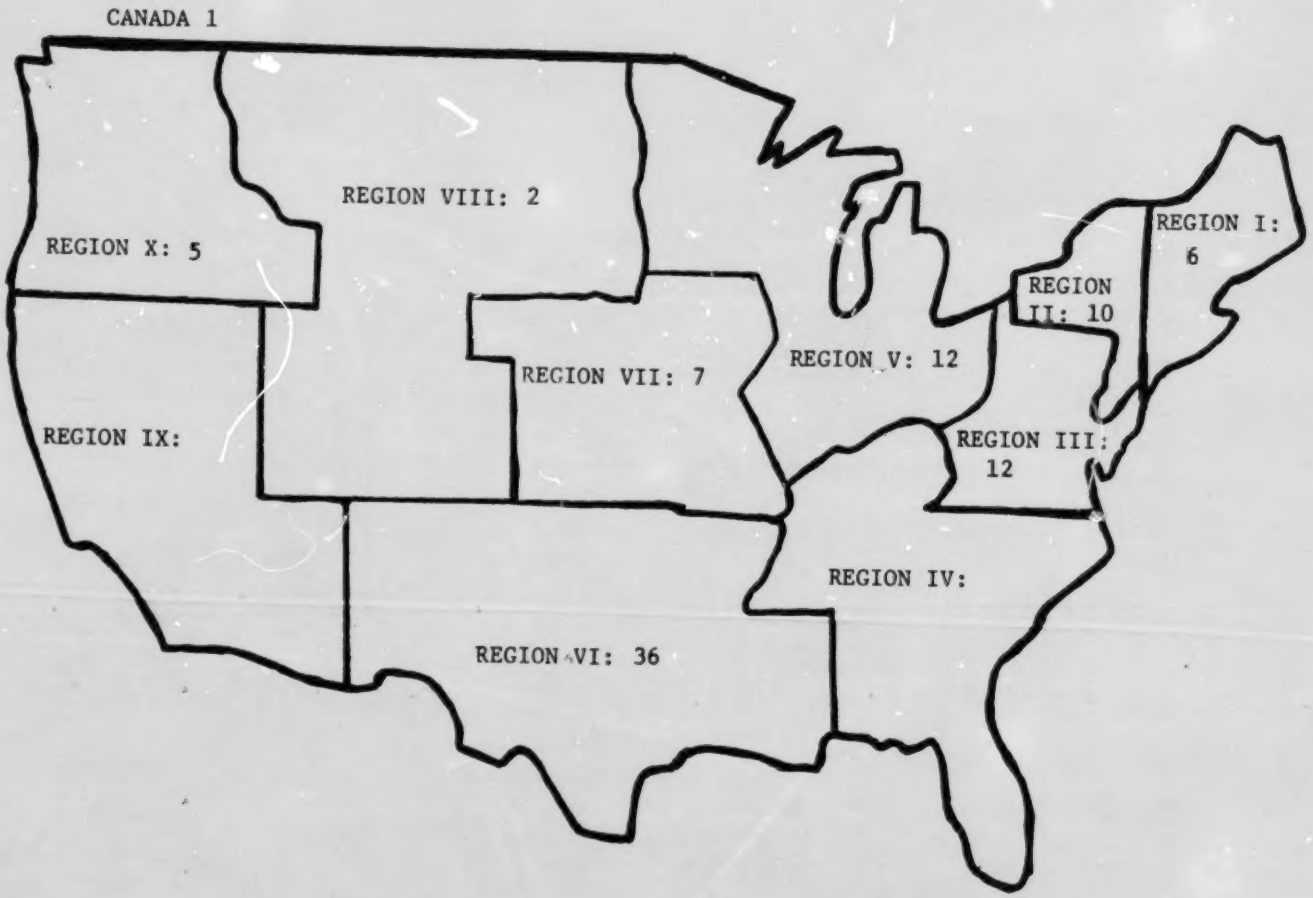
REGION VII:
Iowa 1
Kansas 5
Missouri 1
Nebraska

REGION VIII:
Colorado 2
Montana
North Dakota
South Dakota
Utah
Wyoming

REGION IX:
Arizona 1
California 7
Hawaii
Nevada
Guam
Trust Terr. of Pacific Island

REGION X:
Alaska
Idaho
Oregon 5
Washington

CANADA 1



*From 11/1/77 -- 5/31/78; (N = 112)

PMIC mail search service user satisfaction was measured through questionnaires and telephone follow-up interviews. A questionnaire accompanied each packet of Information Sheets mailed to those requesting searches. Those who returned the questionnaire were sent another follow-up questionnaire or interviewed by telephone several weeks later to determine if they had obtained any of the materials and if the materials corresponded to their expectations based on the Information Sheet description. Users who did not return the initial questionnaire were also sent a follow-up questionnaire or interviewed by telephone. Copies of these questionnaires and the interview schedules are included in Appendix H.

Of the 112 users during the period of November 1976-May 1978, 52 returned at least one of the questionnaires or were interviewed by telephone. This survey has helped to establish a user profile, and, more importantly, has provided information about the degree of satisfaction with various aspects of the PMIC search response. The responses to questions on the quality and appropriateness of the Information Sheets, possible recurrence of usage, and usefulness of the service were very positive. The mail search service has clearly proven to be a valuable component of the PMIC.

A summary of the results of the follow-up study is included in the following pages.

PMIC MAIL SEARCH SERVICE USER QUESTIONNAIRE
SUMMARY OF RESULTS

1. Did the Information Sheets you received cover the subject you were interested in?

   50 - Yes
    2 - No

   Comments:
   - o Some materials too advanced for students.
   - o More so, wanted to buy everything.
   - o Materials sent were helpful.

2. Did the Information Sheets provide you with enough information about the materials for you to decide whether or not you wanted to use them?

   49 - Yes
    1 - No
    2 - Sometimes

   Comments:
   - o Information was clear and concise.
   - o Descriptive format beneficial.
   - o Wanted in objective format.
   - o Very descriptive, age information useful.
   - o Table of Contents very useful.

3. How do you plan to use the information you obtained?: (selected responses)

   - Use to select and order materials; use Information Sheets to substantiate orders.
   - To select materials for resource center and use in conducting parent group meetings.
   - To aid in development of infant son.
   - For teaching health education classes at city health dept.
   - Reference for ideas in dealing with abusive parents.
   - To write thesis.
   - To teach a course in parenting to high school boys.
   - With staff and parents and in preparenting programs.

   Was the information what you expected?

   15 - Yes
    1 - No
    1 - Didn't know

   Comments:
   - o Wanted more quantity (listing was suggested).
   - o Met expectations and more.
   - o Liked long annotations.

4. Was there anything else you would have liked to receive?

11 - Yes
25 - No

If yes, what?: - Greater quantity, shorter annotations.
- Updates as you get any.
- More information of the same.

5. Do you plan to obtain the materials themselves?

38 - Yes
1 - No
4 - Unsure

a. Where will you get the materials?

5 - Bookstore
22 - Publisher/Distributor
3 - Library

b. How do you plan to use the materials when you get them?: (selected responses)

- Personal enrichment and use with child.
- As texts for parent-training courses.
- Help teenage parents improve parenting skills.
- As resource materials for personal use and use by my clients.
- To prepare for comprehensive exams and thesis research.
- To loan to parents of mentally retarded children.
- In resource center or as references in planning parent meetings.
- To improve parental involvement program.
- To develop a lending library for use by parents.

c. With whom do you plan to use the materials?

Most indicated use with parents (16), others stated use with patients at health department prenatal clinic (2), adult volunteers (3), teachers (4), adolescents (3), general public (2), psychologists (2), staff (3).

6. Did you have any difficulty completing the Search Request Form?

2 - Yes
44 - No

7. In general, how useful was the PMIC Mail Search Service in providing you with the information you wanted?

0 - Useless
1 - Not very useful
1 - Somewhat useful
15 - Useful
26 - Very useful

Comments:
- o Served needs very adequately.
- o Hard to find materials in specific subject areas and PMIC met that need.
- o Extremely useful and valuable service.
- o Good resource.
- o Should stay up-to-date.
- o Service needs to be widely publicized.
- o Very good service. As a parent, I am glad there is a place to go for specific subjects rather than the library, where it is difficult to locate materials. I have referred some friends there.
- o Good, fast response.

8. Do you plan to use the PMIC Mail Search Service again?

31 - Yes
3 - No*
2 - Unsure

*The three who responded "no" received what they needed.

FOLLOW-UP QUESTIONS

1. What did you do with information received in response to your search request?: (selected responses)

- Distributed to teachers for their review; plan to order materials.
- Used as references and basis of parent discussion groups.
- Circulating through parents so they can decide what they want.
- Used for personal enrichment as parent.
- Reviewed it and ordered materials.
- Saving for future reference.
- Used to plan parent workshop.
- Used to get quick survey of materials available.
- Shared with staff of child development center to consider utilization of materials in staff development.

2. Did you obtain any of the materials?

17 - Yes
0 - No

a. Where did you get the materials?

4 - Bookstore
10 - Publisher/Distributor
3 - Library

b. What did you do with the materials when you got them?: (selected responses)

- Used in parenting workshops and in preparing an extensive annotated bibliography for parents.
- Used for personal enrichment
- Previewing them to decide which ones to order larger quantity of.
- Used with teenage parents.
- Put in parent education resource center library.
- Staff development.
- Used them as teaching aids and texts in class.

c. With whom did you use the materials?

Myself (6), Parents (8), Teenage parents (4), Expectant parents (2), Teachers (2), Child (3), Staff (4), and Professional clinical staff of child therapists (2)

d. Were you satisfied with materials?

13 - Yes
0 - No

e. Did actual material correspond to your expectations based on the Information Sheet description?

13 - Yes
0 - No

Demographic data of mail search users:

ITEM	RESPONSE INDICATOR	NUMBER
(a) Age:	Under 20	0
	20-29	18
	30-39	6
	40-49	3
	50 or over	1
(b) Sex:	Female	43
	Male	5
(c) Schooling:	Less than High School	0
	High School	2
	A.A.	0
	B.A., B.S.	15
	M.S.	6
	Other	11
(d) Parent:	Yes	18
	No	11
(e) Work:	Yes	43
	No	8

3. Replications

One of the goals in the development of the Parenting Materials Information Center retrieval system was to design a system that could be easily replicated. Through replication, the PMIC enables many more clients to have access to information about parenting materials. The model for replication, called the Parenting Materials Index (PMI), consists of (1) 178 descriptor cards, (2) a backlighted stand, (3) 10 volumes of 1834 Information Sheets, (4) User's Handbook, (5) Search Forms and (6) Operators Manual. This self-contained system can be reproduced and installed on a desk top, and can become an integral part of a library or resource room.

The replicability of the PMIC is based on the premise that the indexing information and the summary sheet(s) prepared for each material can help an interested potential user in the process of selecting materials. Preliminary selections can be accomplished by narrowing down the materials to be considered through using appropriate index terms in a search. After examining the Information Sheets, the user can restrict actual examination to only those materials clearly appropriate to specific needs. Any given replication is not expected to have available actual copies of all materials indexed. On the contrary, the wide range of materials indexed makes it unlikely that any replication will have more than a minimum, if any, of the materials.

Replications of the Parenting Materials Index were installed in nine locations during the period of November 1976 through October 1977, for the purposes of testing the model and determining usage patterns, user satisfaction, appropriateness of agencies selected, and the degree of supervision and services necessary from the PMIC. Each site chosen

was accessible to parents and professionals in the fields of education and social services. All sites were provided with the necessary materials for operating their PMI's during this previous period (see Work Unit 1 Final Report for November 1, 1976 to October 31, 1977, Sections II and V for an explanation of the PMI and the replication activities.)

The PMIC's responsibility during the period of November 1977 through May 1978 was to (1) collect evaluation data and general feedback and (2) to provide the sites with additional updating services and technical assistance as requested by the eight sites. (The Index was removed from the Austin Public Library due to lack of use.) Initially, each site was contacted by letter to advise them of the extension of the testing period and to ask for their cooperation in promoting the use of the Index and in providing the PMIC with information on its usage. In January all sites were sent new versions of the User's Handbook entitled "How to Use the Parenting Materials Index," and two sites were sent updated PMI's. In February, each site was sent a supply of the revised user questionnaire along with a letter encouraging them to promote the completion of these forms and instructions for returning them to the PMIC. A summary of the results of this activity is included on pages 104 through 106. In March, each site was sent a copy of the new listing, Parenting in 1977, with instructions on its use and how it related to the Index. In May, all sites were sent the site questionnaire. The responses to this questionnaire are included on pages 106-119. Copies of the letters sent to the sites are included in Appendix I. In addition, telephone calls were made periodically to each site to see if they were having any problems or needed any assistance.

a. Parenting Materials Index User Questionnaire, Summary of Results from Replication Sites

New instruments for gathering data regarding the utilization of the Parenting Materials Index was designed and distributed. (See Appendix J). Each site was encouraged to return the completed forms every two weeks so the PMIC staff could conduct a follow-up study to determine (1) if the users had obtained any of the materials identified by using the Index, (2) if the materials corresponded to their expectations based on the Information Sheet descriptions, and (3) if users had been back to use the Index.

Fifteen of the questionnaires were returned (ten from the Young Family Resource Center in San Antonio, four from Child and Family Service in Austin, and one from the Parent Education Center in Utah). Sites had few users of the PMI and had difficulty getting users to complete the forms. Also, six of the eight sites have purchased the Index and they appeared to be less interested in participating in the evaluation activities. Eleven of the forms completed were the initial version, and four were the revised version. In general, users felt the Index was useful in providing them with the information they wanted. There were six ratings of very useful, four of useful, three of somewhat useful, and one rating of not very useful, (one person did not respond). The person who gave a not very useful rating was looking for materials about mentally retarded adults and our collection is basically concerned with children.

All users found the instructions for using the Index clear. Twelve users found the Index easy to use and three found it hard.

Two of these three responded that the grid was too small and eye-straining. All users, except one, found Information Sheets on the subjects they were interested in. All users felt the Information Sheets provided them with enough information about the materials to decide whether or not to obtain them. Twelve users planned to obtain the materials from libraries, publishers, or their parent center and three users were previewing the system.

The four users who completed the revised form were looking for the following information: (1) self concept materials for use by elementary teachers, (2) information on improving parent involvement programs, (3) development of language in preschool children, (4) parental involvement and self concept of school-age children, and (5) leisure-time activities for mentally retarded adults. These users planned to use the information in parental involvement programs and in providing information to teachers for use with children, for professional development and preparation of a speech on language development, and in compiling a resource guide. Plans included use of the materials with parents, teachers, school-age children, and developmentally-disabled adults.

The professions of the users responding included parent education professionals, parents, health professionals, teachers, counselors, a pediatric resident, an inservice coordinator, an instructional programmer, a consultant for resource identification, and a family specialist/consultant. The user organizations represented were children's medical center, hospital, parent-child education program, Education Service Center, school district, and an exceptional child center.

Follow-up questionnaires were sent to nine of the 15 users. The remaining six users were not sent follow-up questionnaires because they did not include their names and/or addresses on the form. Three of nine follow-up questionnaires were returned. Two of the three respondents used the Index only as practice and the other respondent put the information in a file for future use in obtaining materials as needed for workshops and consultative visits. One user had been back to use the Index to demonstrate it to a co-worker and one is planning to use the Index again. All three users had told others about the Index.

b. Summary of PMI Site Questionnaire Findings

1. Please (1) list the major program/project activities of your agency, (2) briefly describe the main function/purpose of each and (3) indicate the different clients each serves. Where possible please indicate particulars about clients, i.e., parents, ethnicity, low SES, etc.

Parent Education Center; Murray, Utah

The Parent Education Center is a state Responsible Parenthood project servicing the State of Utah. The project is funded by Special Monies from the Utah State Legislature and administered by Murray School District.

The Center consists of: Parent Education Resource Center, Parent Education Training Center, curriculum development for Murray School District, Parent Education Center Model.

The objectives of the Parent Education Center are: make readily available to parents and prospective parents instructional parent education materials, provide training and services necessary to assure wise and effective utilization of these materials; provide parent training programs at the Parent Education Center to meet a variety of family needs; provide training sessions and packets of materials to help other parent education programs to replicate the Parent Education Center model; work with selected Murray High School programs for student interfacing with the Parent Education Center to provide assistance for successful parenthood roles.

The services available include: distribution of materials, demonstration of materials, professional materials (tests, units, etc.), resource information (catalogs, guides, etc.), early childhood toys and equipment, evaluation of materials (effectiveness, usefulness), consultant services for selection and use of materials, class demonstrations on use of instructional materials, demonstration workshops for parents/prospective parents, a resource center model for other parent education programs to replicate, free parent training classes that

include discussions of topics crucial to successful parenting (communication, discipline, etc.), basic child development information, a confidence-building pre-school nursery experience for children of participating parents, in-class role-playing and interaction activities, a variety of educational toys and prepared kits of creative learning experiences, various types of academic credit based on individual need, and a parent-training class model for other groups in the state desirous of initiating similar responsible parenting programs.

The Center serves: parents, prospective parents, educators, administrators, students, ancillary personnel.

Child and Family Service; Austin, Texas

Child and Family Service is a nonprofit community agency funded by the United Way. Its primary purpose is to help families understand and cope with the problems of daily living. Programs offered include: individual, marriage and family counseling; family life enrichment; parent education groups; and services for school-age parents. Education is provided through plays for living, speakers, and consultation with groups. The staff consists of professionals and social work student interns.

Young Family Resource Center; San Antonio, Texas

The purpose of the Young Family Resource Center is to promote healthy family development in families who have children three years of age and younger. The Center provides information about teaching aids on health and parenting. Both the psychological and physiological needs of families are emphasized.

The Center is under the direction of The University of Texas Health Science Center School of Nursing at San Antonio, and is located in the School of Nursing at 7403 Louis Pasteur Drive, Room 2.392. The staff consists of two part-time Clinical Nurse Specialists education in family and child health, and trained parent volunteers from the Junior League and the Bexar County Medical Society Auxiliary. Parents who use the Center are able to discuss with the staff any concern or problem related to their child's or family's health needs. Parents are seen on a walk-in or appointment basis. Telephone consultation service is also available. The Center has a browsing library of books, films, pamphlets, and information about community resources on child care, health care and parenting.

Special workshops, programs, and small parent education group meetings are held on a regular basis. The Center is opened Monday through Wednesday from 9:00 a.m. to 4:00 p.m. and Thursday from 7:30 p.m. to 9:30 p.m. for scheduled parent discussion groups.

Our clients are primarily white anglo saxon middle class who live in the northeast and northwest of San Antonio.

Charter Oak School; West Hartford, Connecticut

Charter Oak Neighborhood School is a pilot school in community education.

The objectives are: to develop practical parenting skills by providing adults with opportunities for information, discussion, sharing, validation, support, alternatives, practice, and evaluation through adult education, special workshops, mini-courses, discussion groups, television, radio, newspaper, Charter Oak Newsletter, Parenting Materials Information Center, and coordination of existing services.

We are attempting to service our total community through an elementary school (parents, school-age students, singles, seniors, businesses, pre-schoolers). Our population consists mainly of blue collar workers with 15 ethnic groups represented. Incomes range from low-middle to low.

Dept. of Human Resources, Dallas, Texas

Recruit and develop WIN/VR Provider Agreement Day Care Centers. Certify, monitor and train. Certify, monitor and provide the technical assistance and training to Title XX Day Care Centers and staff. Recruit, develop and monitor Training and Consultation Contracts with Post Secondary Institutions.

Dallas Independent School District, Dallas, Texas

Parent Education and involvement throughout the Dallas Independent School District. To educate the children of the district, and for my component, to involve and educate the parents. A wide range of parent populations.

2. Please state the main reason why your agency agreed to participate in testing the PMI.

Parent Education Center; Murray, Utah

We though that our patrons could use the Index. We wanted the Index for our own ordering activities, we were interested in becoming acquainted with other parenting projects in the state.

Child and Family Service; Austin, Texas

At encouragement of SEDL and our concerns for healthy people.

Young Family Resource Center; San Antonio, Texas

We were interested in having the Index available for our clients to use.

Charter Oak School; West Hartford, Connecticut

To enhance the parenting component of our community education program.

Dept. of Human Resources

To be able to provide this service to our Day Care Providers through our Resource Center.

Dallas Independent School District

District personnel working with parents often need to research and locate materials to use with and for parents, and prospective parents.

3. Has any publicity been used to promote the PMI?

Parent Education Center; Murray, Utah

Kind of Publicity: *Brochures/Posters, Letters*
Intended Audience: *Patrons, Administrators*

Child and Family Service; Austin, Texas

Kind of Publicity: *Brochures/Posters, Letters, Newspaper Articles, Demonstration*
Intended Audience: *Teachers and workers in schools, churches and day care, general public, montessori school*

Young Family Resource Center; San Antonio, Texas

Kind of Publicity: *Brochures/Posters, Letters, Demonstration*
Intended Audience: *parents, professionals, teachers, etc.*

Comments: *The Parenting Materials Index was advertised in over 12,000 program fliers which were distributed to individuals on our mailing list. Over two hundrend letters were sent to professionals in our community inviting them to a formal demonstration of the PMI.*

Charter Oak School; West Hartford, Connecticut

Kind of Publicity: *School Newspaper Articles, Verbal/Demonstration*
Intended Audience: *Parents, Principals meeting*

Comments: *We have presented our project (through slides) over 20 times since November and each time the PMIC has been explained.*

Dept. of Human Resources

Comments: *Individual staff members have invited department Protective Services Staff and Child Care Providers' Parent trainers to an orientation session.*

Dallas Independent School District

Kind of Publicity: *Brochures/Posters*
Intended Audience: *District personnel*

Comments: *Most publicity was through verbal presentations to groups of principals, teachers, home-school coordinators and visitors to district.*

4. Briefly describe the location where the PMI is set up.

Parent Education Center; Murray, Utah

In the Parent Education Resource Center.

Child and Family Service; Austin, Texas

In the library

Young Family Resource Center, San Antonio, Texas

On a table directly in the Young Family Resource Center.

Charter Oak School; West Hartford, Connecticut

In the foyer of the Parenting Center.

Dept. of Human Resources

Resource Center. This center houses educational books, materials and visual aid equipment (Library checkout system) It's very similar to your resource center, contains materials on all facets of Early Childhood Development.

Dallas Independent School District

The PMI is housed in the District's Parent Materials and Information Center.

A. What other activities take place at this location?

Parent Education Center

Parents check-out materials, parenting classes, and workshops.

Child and Family Service

Meetings and other library activities.

Young Family Resource Center

This is the main center for browsing at parenting material and registering for workshops and programs.

Charter Oak School

Parent discussion groups, counseling, testing, PPT meetings.

Dept. of Human Resources

Meetings and workshops.

Dallas Independent School District

Materials (audiovisual and printed) are available for check-out here. Also used for group meetings.

B. Is there any tie-in between the PMI and the other activities held in the location?

Parent Education Center

Yes: we tell groups who come to visit the center about the PMI.

Child and Family Service

Yes: counseling and general projects oriented to family improvement.

Young Family Resource Center

Yes: we assisted parents in finding books that related to a topic of their choice. Staff looked up materials via telephone.

Charter Oak School

Yes: parents always walk through and browse and are directed to use the PMI.

Dept. of Human Resources

Yes: there may be, once Eastfield College hires the necessary staff to get it all implemented. There is nothing in process at this time.

Dallas Independent School District

Yes: All materials and activities are directed to personnel working with parents and prospective parents and all are aware of PMI.

5. Describe the purposes for which the PMI is currently being used.

Parent Education Center

Used by patrons to acquire materials and see what is available.

Child and Family Service

As a resource for the Parent Education Association and other interested parents and individuals.

Young Family Resource Center

To locate parenting information for use by professionals and parents.

Charter Oak School

Information primarily, by other professionals as a reference guide.

Dept. of Human Resources

Just to introduce Day Care Providers to materials available.

Dallas Independent School District

Research--location of materials to order. Also used by teachers who are students in graduate programs.

6. How do you plan to use the PMI in the future?

Parent Education Center

Continue to use it in same way--possibly let it be checked out on occassions.

Child and Family Service

As a resource for the Parent Education Association and other interested parents and individuals.

Young Family Resource Center

We do not have funds to purchase this for future use. If we did have the PMI, we would allow school districts, teachers to keep it at their location for one month.

Charter Oak School

By next September we hope to have all the summary sheets duplicated for use throughout the West Hartford school system.

Dept. of Human Resources

Can not respond at this time.

Dallas Indepedent School District

Future plans are for similar use with expansion of numbers of persons using center.

7. Here any sessions held to introduce the PMI?

Parent Education Center

No

Child and Family Service

Yes -- 1 session, 25 people attended session

Type and number of people attending session(s):
students (5); supervisors (4); workers (agency) (16)

Young Family Resource Center

Yes -- 3 sessions, 28 people attended sessions

Type and number of people attending session(s):
community professionals and parents (16);
YFRC Community Consultants (12)

Charter Oak School

Yes -- 2 sessions, 45 people attended sessions

Type and number of people attending session(s):
teachers of Charter Oak School (30); para-professionals (CETA) workers (15)

Dept. of Human Resources

Yes -- 2 sessions, 11 people attended sessions

Type and number of people attending session(s):
Child Care trainers (8); Dept. of Human Resources Protective Service Personnel (11)

Dallas Independent School District

Yes -- 3- sessions, 340- attended sessions

Types and number of people attending session(s):
conference participants (300); Home-School Coordinators, teachers, etc. (40) and Individual teachers, counselors, etc. are introduced to PMI (2 or 3 a week)

8. Who is responsible for assisting users with PMI?

Parent Education Center

Director of the Parent Education Center
Secretaries of the Parent Education Center

Child and Family Service

Public Relations Director

Young Family Resource Center

All staff members, secretary, and parent volunteers

Charter Oak School

Dr. Alex Nardone, psychologist, Coordinator of Parenting Programs

Dept. of Human Resources

No answer at this time as the resource center is in the process of being set up and the PMI is not available to use at this time.

Dallas Indepedent School District

Clerk

A. How many hours a week does this person spend in PMI-related activities?

Parent Education Center

1/2 hour

Child and Family Service

As many as needed

Young Family Resource Center

1 hour

Charter Oak School

No Answer

Dept. of Human Resources

No Answer

Dallas Independent School District

8 hours

B. Do any other staff devote time to PMI activities? If yes, who and how much time?

Parent Education Center

No

Child and Family Service

No Answer

Young Family Resource Center

No

Charter Oak School

Yes, one CETA worker has been filing the summary sheets as they come from the printer approximately 4 hours per week.

Dept. of Human Resources

No Answer

Dallas Independent School District

Parent Education Specialist and Parenting Resource teacher -- 2 hours a week.

9. According to your records, how many people have used the PMI? Describe the types of people who have used the PMI and for what purposes.

Parent Education Center

Approximately 15 -- parents, students, teachers, directors, resource centers, social workers -- for their own information

Child and Family Service

Approximately 4 -- I have had a problem getting people to fill out the forms even though I have left notes and notices to that effect.

Young Family Resource Center

50 individuals -- teachers, hospital administrators, nursing students, pediatric residents, social workers, parents, parent volunteers, and nurses

Charter Oak School

No answer -- teachers, psychologists, parents, students -- information/reports,

Dept. of Human Resources

No Answer

Dallas Independent School District

Teachers, home-school coordinators, graduate students

10. What has been the reaction, in general, to the PMI by users?

Parent Education Center

They seem to like it -- but I've actually been surprised at how little it is used--I think so many have so little budget that publishers send information or they already know what they want to buy.

Child and Family Service

No Answer

Young Family Resource Center

Enthusiastic at first, but did not continue to use it

Charter Oak School

Very positive -- easy to use -- convienent -- but disappointed we do not have all our materials yet.

Dept. of Human Resources

Very positive.

Dallas Independent School District

Favorable reactions--useful.

11. Do you have any parenting materials available at your agency? If yes, (a) How many; (b) What subject areas do they cover? (c) Are they available for purchase or loan; and (d) To whom are they available?

Parent Education Center

Yes -- an entire library (approx. 2,000) -- almost all areas -- loan -- parents, educators, students, social workers, etc.

Child and Family Service

Yes -- ways to run parent groups -- no -- social workers and family therapists

Young Family Resource Center

Yes -- over 200 various handouts and brochures -- health, nutrition, feeding, safety, play, day care and other health related topics -- films for loan, pamphlets and handouts available at no cost -- anyone who desires them

Charter Oak School

Yes -- 200 -- child management, many pamphlets from Office of Education, filmstrips -- loan -- anyone

Dept. of Human Resources

Yes -- These materials have not been assessed. However, a catalogue system will be established in the near future.

Dallas Independent School District

Yes -- over 421 -- materials of interest to parents of school-age children and students as prospective parents -- loan--- district personnel.

12. Has your agency purchased any parenting materials as a result of using the PMI? If yes, (a) Briefly describe their number and type; (b) How was the PMI used in this activity?

Parent Education Center

No

Child and Family Service

No

Young Family Resource Center

No

Charter Oak School

Yes -- books for parents (approximately 25 -- child behavior)

Dept. of Human Resources

No

Dallas Independent School District

Yes -- Education for Parenthood materials -- to identify and order these materials.

13. Please describe any problems you have had with the use of the PMI.

Parent Education Center

Lack of users -- as I said before -- many people have been made aware of the PMI -- many seem interested but few use it -- possibly because they don't want to spend the time to get into it -- also there are a large number of parenting books in the stores in the Utah area so few need the added help of the PMI.

Child and Family Service

Lack of users. Inability to supply users with information here at agency.

Young Family Resource Center

Some parents could not find the specific materials that they were interested in locating. Parents do not have time to write for materials or do a library search so the PMI was not helpful to them. Our materials located in the Center were an immediate help to parents. Staff had trouble locating materials by using the PMI.

Charter Oak School

Lack of users due to the delay of having the summary sheets reprinted. We will be ready to go in September. We have submitted a proposal to several private corporations to fund the materials for the PMIC but have not gotten a positive response yet.

Dept. of Human Resources

We do not have the staff to work with the PMI system, therefore, we have contracted out the development and implementation of the entire Resource Center to Eastfield College and they will use it in a way that is applicable to the Child Care Providers needs.

Dallas Independent School District

Our biggest problem has been to remember to ask users to evaluate the PMI. Also we would like to keep the PMI up-dated and current, hope this is possible in the future.

14. In what ways, intended or unintended has the PMI benefitted your agency and/or clients?

Parent Education Center

I am very glad we have this help when patrons want it -- it is there.

Child and Family Service

Unable to determine that

Young Family Resource Center

Many parents found it helpful to browse through the catalogue index of books, we found that the index was helpful to nursing students and we did not anticipate this.

Charter Oak School

Another dimension of our parenting programs. The program is in an embryo state now and I know everything will grow next year—especially PMI use.

Dept. of Human Resources

No Answer

Dallas Independent School District

It is very helpful for quick searches necessary to order materials in a special area. Also we did not anticipate so much graduate student use.

ADDITIONAL COMMENTS

Parent Education Center

Thank you for your assistance

Child and Family Service

No comment

Young Family Resource Center

In general looking at the PMI seems threatening to parents

Charter Oak School

I am still excited about the PMI's potential in West Hartford, Connecticut, but I am discourgaed at how long it has taken to get it all together. We always have the reality of money (and lacks of it) to deal with.

Dept. of Human Resources

No comment.

Dallas Independent School District

No comment.

The replication activities, undertaken as a pilot test for the system, have produced a variety of experiences that can assist in future wide-scale replication activities. Replication effectiveness has been influenced by agency situations such as seasonal work cycles, staffing, and uncertain funding conditions. Initial motivation in all sites was high, but during the course of site replication, other extraneous factors in some cases have threatened the success and stability of the PMI's. In general, the most interested and enthusiastic responses to the PMI have come from agencies actively developing and implementing parent education programs. Initially they have used the PMI to identify materials to acquire for their programs and as a resource for information about additional materials the agency is unable to purchase. In the future the PMI will be used to retrieve these materials and to provide information about them to others. The PMI is being used by parent educators, parents, and teachers; many of the PMI's are also available for use by nursing and social work students, and they have found it to be a valuable resource.

4. Miscellaneous Activities

a. General Information Requests

From November 1977 to May 1978 the PMIC received 319 requests for information by mail other than material search requests. These requests were, in general, concerning: (1) information about the PMIC and the kinds of services offered, (2) information about the listing, (3) requests for the User's Handbook or brochure (the brochure replaced the handbook in April 1977), (4) requests for information on specific topics, and (5) requests for specilized bibliographies. These requests were responded to by PMIC staff through letters, brochures, announcements/

order forms describing the listing and specialized bibliographies.

The persons requesting information could be classified in such categories as: teachers, administrators, parent coordinators, nurses, students, parents, social workers, ministers, special education teachers, parents of exceptional children, librarians, counselors, parent and community involvement coordinators, drug abuse program directors, university professors, Head Start directors, psychologists, teenage parent program coordinators, etc.

The requests originated from all parts of the nation (including Canada). Figure 3 illustrates the distribution of requests by state and DHEW region.

b. Users of the Parenting Materials Information Center at SEDL

The PMIC is open to the general public during SEDL working hours. However, there has been no publicity campaign to advertise its existence because the staff would not be able to handle a large volume of user response. Key people involved in parent education in Austin (Austin Parent Education Association, Austin Teenage Parent Council, and the Austin Independent School Districts' Education for Parenthood Program) are familiar with the PMIC and occasionally meet here and often refer their staff and clients to the Center. The PMIC has adopted a policy of loaning audiovisual materials, on a limited basis, to these parent educators for their use with parent groups. Other groups who have visited the Center and received an introduction to its use during the period of November 1, 1977 to May 31, 1978 include: (1) homemaking high school students preparing for careers in preschool education, (2) University of Texas at Austin graduate nursing students in maternal

Figure 3. Distribution of General Information Requests by State and Region*

REGION I:
Connecticut 4
Maine
Massachusetts 7
New Hampshire 5
Rhode Island 2
Vermont 4

REGION II:
New York 27
New Jersey 10
Puerto Rico
Virgin Islands

REGION III:
Delaware
Maryland 5
Pennsylvania 18
Virginia 12
West Virginia
District of Columbia 3

REGION IV:
Alabama 3 3
Florida 3
Georgia 6
Kentucky 3
North Carolina 12
South Carolina 1
Tennessee 17

REGION V:
Illinois 14
Indiana 6
Michigan 13
Minnesota 10
Ohio 9
Wisconsin 8

REGION VI:
Arkansas 1
Louisiana 3
Mississippi 2
New Mexico
Oklahoma 4
Texas 34

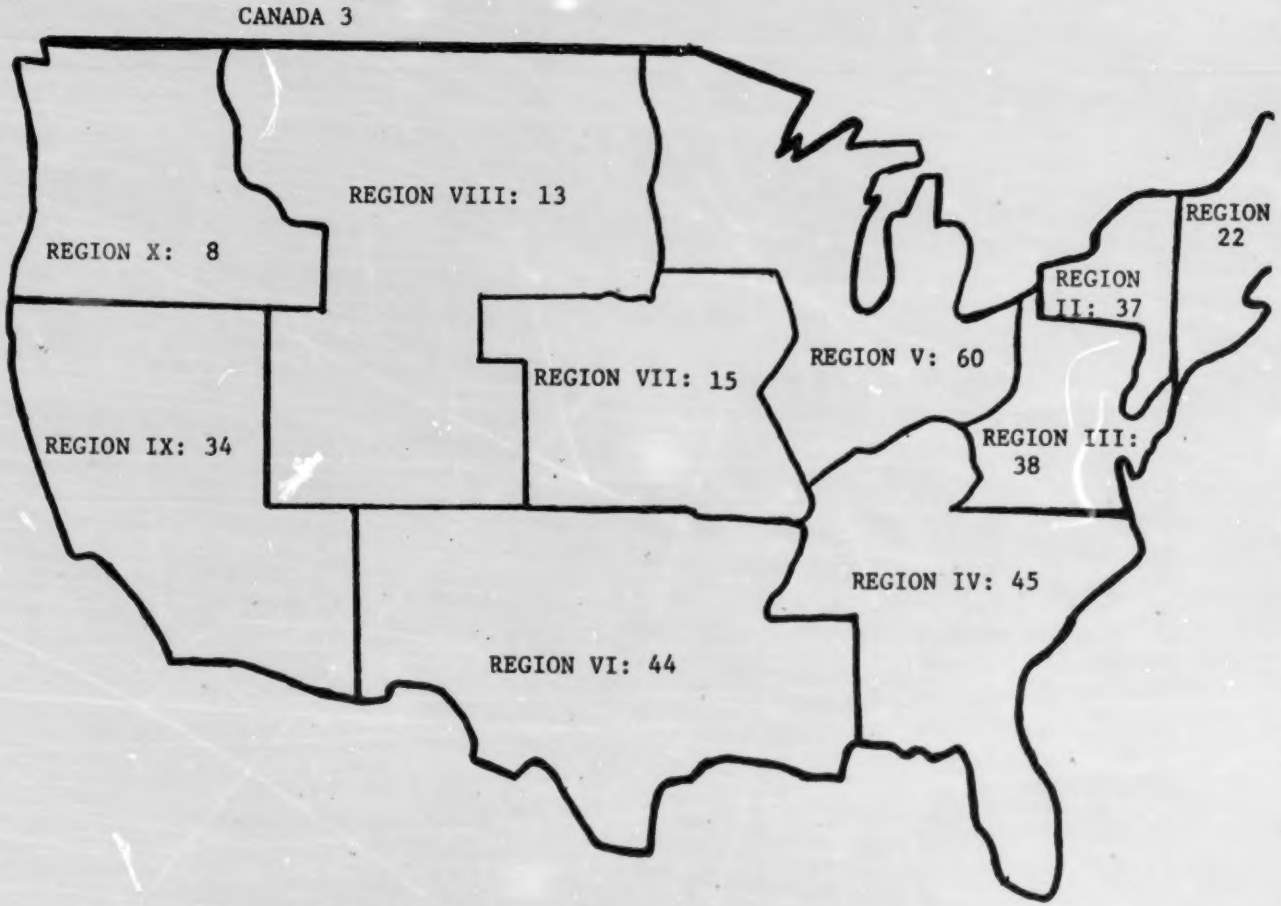
REGION VII:
Iowa 6
Kansas 2
Missouri 5
Nebraska 2

REGION VIII:
Colorado 6
Montana 1
North Dakota 3
South Dakota 1
Utah 2
Wyoming

REGION IX:
Arizona 2
California 29
Hawaii 2
Nevada 1
Guam
Trust Terr. of Pacific Island

REGION X:
Alaska 1
Idaho 1
Oregon 4
Washington 2

CANADA 3



*From 11/1/77 -- 5/31/78; (N = 319)

health, (3) University of Texas at Austin special education/physical education class, and (4) a church mothers club.

Knowledge of the PMIC's existence is disseminated by presentations outside the Laboratory, by other Laboratory employees, by professors at the University of Texas, and by other users. For example, two formal presentaions were made outside the Laboratory during the period of November 1977 to May 1978. An overview of the project and a display were presented at the Austin Home Economics Association's Home Fair in Austin and at the Texas Parental Involvement State Conference in Brownsville, Texas.

The PMIC is actively used by other SEDL employees and by Project CITE (Coordinating Information for Texas Educators) which is housed next to the PMIC at SEDL. Project CITE receives requests for information through the Education Service Centers in Texas and, on a limited basis, through the state Offices of Education in the Southwest region. Many of their search requests deal with parenting topics such as exceptional children, child abuse, and child development. Materials in the PMIC and the Parenting Materials Index are used to assist in responding to these requests.

Thirty-one (31) individual users of the PMIC completed questionnaires during the period of November 1977 to May 1978. (The User Questionnaire, original and revised versions, are included in Appendix K.) There were many other users who did not complete this form. Groups who visited the Center were not asked to complete the questionnaire. The majority of the users were from Austin, but two were from San Marcos, Texas; one from Oklahoma City, Oklahoma; one from Denver, Colorado; two from Corpus Christi, Texas; and one from Wimberly, Texas. The occupations

of the users included: teachers, administrators, students, ministers, university professors, nurses, parent education coordinators, pre-school directors, social workers home economics supervisors, resource specialists, and parents. The largest proportion of users were those involved in direct services to parents and/or children.

Users were asked to rate the PMIC on a 1-5 scale for usefulness in terms of their specific needs. Users clearly felt the PMIC was useful for their needs, as the average rating was 4.5 (N=28). Five respondents gave a rating of three (somewhat useful), four respondents gave a rating of four (useful), and 19 respondents gave a rating of five (very useful).

Forty-eight percent (48%) of the respondents used the Parenting Materials Index and found it easy to use. The 52% who did not use the Index indicated that they knew what they were looking for. Most users were looking for materials dealing with a specific topic and PMIC staff members could easily refer them to the proper subject area and materials.

Users were asked whether they planned to use the materials they found out about in the PMIC. Twenty-eight (28) out of 29 responded with a "yes" and planned to get the materials from the publisher or library, or use it at the PMIC. The one user who did not plan to get the materials planned to use the information in a research paper.

General comments indicated support for the project and the clear need for this service. Other comments praised the comprehensiveness of the collection and the staff helpfulness.

V. SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

A. Summary

Project PRIMO, with some revisions of its initially proposed tasks, undertook activities which were designed to (1) further increase staff expertise in providing training and technical assistance to parent education providers, (2) keep current and expand, where necessary, the parenting materials information base (PMIC/PMI), (3) implement and evaluate a strategy for use of SEDL parenting materials and (4) monitor the use of the PMI in selected replication sites.

Three sites were selected to (1) implement and evaluate the utilization strategy involving SEDL parenting materials and (2) to serve as recipients of training and technical assistance from PRIMO staff. In addition, PRIMO monitored the PMI's use in eight (8) sites. A comprehensive method of providing training and technical assistance to sites and systematic implementation of the materials utilization strategy was not implemented. Basically, this was due to the fact that NIE requested that PRIMO consider the feasibility of conducting an impact study with respect to MMTP effectiveness. After almost three months of interaction, it was finally agreed that such an effort should not be undertaken at this time. Since nearly three months were lost, it was necessary to proceed quickly to implement (1) a limited resource implementation strategy using PRIMO/SEDL products and (2) a limited evaluation of the strategy and products.

B. Implications

In a general sense both the PRIMO sites--Mercedes, San Antonio, Lockhart--and PRIMO staff were able to benefit from this limited effort.

Within the limitations imposed by the length and scope of this initial phase of PRIMO, the following general implications are drawn:

1. Of the 61 site contacts made, 38 (62%) were made via the telephone. This can be explained by the fact that each of the three sites--Mercedes, San Antonio, Lockhart--were not in close enough proximity to Austin for regular, in person, contact to be maintained. While in person contact is very desirable, the number of times that contact needs to be made between service providers (PRIMO/SEDL) and service users (sites) seems to make that method of contact unfeasible. Thus, it would appear that regardless of proximity, the need for regular and/or frequent contact to exchange information is best met through the use of telephone contacts. This does not preclude use of other forms of contact, e.g., in person, mail, etc., but contact frequency, as often required by PRIMO in site identification, selection, negotiation, and implementation of work scopes, appears to dictate that use of the telephone is a more effective mode of communicating with sites.
2. The PRIMO Site Questionnaire (PSQ) was completed by a staff person at each of the three sites. Information requested on the PSQ provided PRIMO staff with a fairly clear description of each site with respect to their parent education efforts. The information gathered by using the PSQ can be easily summarized and used to compare sites with respect to similarities and differences (see Table 2). This kind of information would be extremely valuable to PRIMO staff in making some preliminary determinations about what parent education needs of sites are and how PRIMO may be able to help serve them. It

would appear that the PSQ, with any refinements necessary, can serve to gather information about areas of parent education program diversity as well as areas of commonality. Thus, the PSQ, as an information gathering tool, seems as though it could contribute significantly to the data base needed by PRIMO staff to plan and implement effective training and technical assistance services to parent education program site efforts.

3. As previously discussed, the multimedia training packages became the major component of PRIMO's site resource strategy implementation and evaluation of product effort. This was not as originally proposed by PRIMO. Therefore, much of the information gathered concerning use of the MMTP's confirmed findings from previous program efforts (Early Childhood Program, 1974-77). First, leaders of MMTP sessions with parents are usually from dissimilar age groups, ethnic backgrounds, experiential/educational backgrounds and may or may not be members of the site's parent education program staff. Second, parent participants tend to be somewhat homogeneous with respect to sex (mostly female), employment status (not working), marital status (married), income level (practically all less than $10,000 per year), and exposure to some previous form of parent education (75-80%). Variability existed, as expected, with respect to ethnicity (location almost always dictates this), age (14-60), number of children/adults living in household (close to 50% with 1-5 and 50% with more than 5), education level, kinds of previous exposure to parent education activities, and preferred use of English and/or Spanish in daily communications.

Third, parents' overall reactions indicated that they enjoyed each package's sessions (mean ratings for all sessions was 4.5 across all three sites, based on a 1-5 scaled response). Fourth, parents' overall reactions indicated that much of the material presented in sessions was relatively new to them (mean rating for all sessions was 3.5 across all three sites, based on a 1-5 scale response; this data was somewhat clouded by the fact that Lockhart staff used package media and other materials as training advertisement with potential parent recruits; therefore, when the same media was shown again to those parents who actually became participants, they had viewed it prior to session training and thus considered the materials not new information). Fifth, parents' overall reactions to the importance of information contained in package materials indicated that they considered the information presented as very important (mean rating for all sessions was 4.6 across all three sites, based on a 1-5 scaled response). Sixth, approximately 96% (347 out of 363) of the combined parent participants in all three sites responded "yes" that they would come to another session of training dealing with developing parenting skills.

Based on these six (6) findings, it appears reasonable to state that (1) leaders of parent training sessions vary with respect to their education preparation and background of work experiences; this would seem to indicate that such variation may contribute to how effectively leaders can deliver parenting knowledge and develop parenting sillls. In future negotiations with parent education program sites, PRIMO staff should bear this in mind as they discuss

leader selection criteria for parent training sessions; (2) the homogeniety and heterogeneity of parent participant characteristics does not appear to have any effect on the overall positiveness of their reactions to parent training sessions. Regardless of parent individual differences, parents seem to respond positvely to well-developed and well-presented information and materials which helps them to deal with their needs; (3) since parents indicated that the MMTP's were enjoyable, the information to be new, the information presented to be important and they would attend other such sessions, the audience for additional training and skills in parenting is still very real; thus, parent education efforts such as MMTP training should be continued as one of several methods to serve children and families.

4. The PMI was not effectively installed or utilized in the three MMTP sites. Therefore, no conclusions can be drawn about its effectiveness with them. However, the eight PMI replication sites were serviced during this phase of PRIMO and, as a result of that effort, the following conclusions are offered: (a) 75% (6 out of 8) of the PMI replication sites purchased the Index. While all sites were enthusiastic about receiving and installing the PMI, they were less enthusiastic about gathering PRIMO evaluation information. It could not be determined whether, at each replication site, the person responsible for the PMI's operation made sure that each user filled out the User Questionnaire (UQ). This may have accounted for the unusually low return of UQ from participants. In addition, it appears that even though the PMI's were installed for specific

purposes, actual use of it was minimal at each site. Further, of those who did use the PMI, more were professionals as opposed to parents. Sites indicated that, in general, they chose to use the PMI in order to enhance program, staff and client parent education efforts. Publicity, with respect to the PMI's location and availability, was widespread at all sites. PMI's were reported (1) to be located in an accessible place at each site, (2) to be placed amid other ongoing/related activities, and (3) to be tied in with the specific activities in each site. Thus, the PMI, at each site, was interwoven into ongoing activities and not placed in isolation. Indications were that the PMI was being used according to its intended purpose--a materials information resource locator--and where possible, it would be used in the same manner in the future with some expansion. In most cases, PMI orientation sessions concerning its purpose, use, etc., were held at the sites and a person was designated to be responsible for operating the PMI. The amount of time a designated person spent at the PMI varied considerably at each site (one half hour to eight hours) and sites generally indicated that usually no other staff person worked with the PMI.

Sites reported that a variety of people (teachers, students, parents, social workers, nurses, etc.) used the PMI, but site information furnished about exactly how many people used the PMI was not reported in sufficient quantity to discuss. Generally, reaction to the PMI at each site was reported to be favorable, but no specifics were presented. While all of the PMI sites reported that they had parenting materials on hand, in addition to the PMI,

only one (Dallas) stated that new materials were purchased as a result of using the PMI. It would appear that, thus far, the PMI has not generated the purchase of any new materials at the installation sites. At this point, no concrete explanation is possible. Each PMI site reported having problems with use. These problems included lack of users, locating materials, inability to find certain materials of interest, lack of PMI staffers, and remembering to request PMI user evaluations. Such problems seem to be more site specific in terms of PMI utilization rather than with the system itself. This would seem to indicate a need for more PRIMO training and technical assistance services with individual sites.

PMI site reports of intended or unintended benefits to agencies and/or clients were more appreciative than detailed in description. "Glad to have...," ..."helpful to browse...," "new program dimension," ..."helpful for quick searches" are excerpts which represent examples of comments provided by sites. In sum, it appears that the PMI has value for parent education efforts but, as yet, has not reached its full utilization potential. The kinds of problems preventing fuller use are not ones that can be resolved directly by PRIMO, but could be aided through more site consultations with PRIMO staff.

5. There were two major activities involving the TV Spot Booklets ("Adults" and "Discipline"): (a) PRIMO site distributions and gathering recipient reaction information, and (b) SEDL's continued marketing for a limited printing of booklets (all 12). With respect to the distribution effort, there was a somewhat low rate of postcard returns from recipients (334 out of 1,300 or approximately 26%

returned). The rate of return varied from site to site as a result of the motivation and interest displayed by site staff. Also, the lack of sufficient time by PRIMO staff to systematically set up and monitor the distribution effort at each site hampered this effort. Thus, sites did not exactly follow the procedures for recording information about the general distribution plan that PRIMO staff had requested. Across all sites approximately 98% reported reading the distributed booklets, while 69% reported liking the booklets "a lot." Almost 64% reported the Booklet information "all" new to them and 26% reported that "most" of the information was new. With respect to reports on the utility of suggestions in the Booklets, approximately 73% indicated they were very useful.

It would appear that a more comprehensive well-planned clearly specified method of utilizing the Booklets in conjunction with other related parenting activities might increase recipient motivation to respond to the requested information. It should be noted that postcards from recipients are still coming in from PRIMO sites. Allowing sites more time to receive and implement the utilization plan should also contribute to a more effective follow-up activity involving clients.

The limited marketing effort involving TV Spot Booklets and the Spots themselves was conducted throughout the seven month period. Flyers and brochures were mailed to prospective users and/or distributed at conferences, conventions, etc. attended by PRIMO or SEDL staff. Based on the volume of Booklet sales (123,275 from November 1, 1978 through May 31, 1978), the marketing effort could

be called successful. There have been two mass printings of the Booklets (20,000 each for 10 titles and 20,000 each for 12 titles) totalling 440,000 booklets. Of that amount, 246,940 had been sold as of May 31, 1978.

Attempts have been undertaken to place Booklet and TV Spot availability information (flyers and order forms) into as many related networks as possible. This includes mailouts to National PTA, National Council on Family Relations, Texas Education Service Centers, National Advisory Committee on Community Education, State Librarians and local (Austin) family dentists and physicians. Prospects for such a mailout in the future are State Education Dissemination Representatives and Education Service Units in Louisiana, Oklahoma, New Mexico, Arkansas and Mississippi, to name a few. It appears that this effort (booklet marketing) will continue to be an important and successful activity in Project PRIMO.

6. As previously discussed, the resource implementation strategy was significantly modified due to unavoidable constraints, from the originally proposed PRIMO scope of work. Instead of developing and implementing a comprehensive resource strategy utilization in order to further enhance parenting education efforts based on identified PRIMO site needs, only a limited strategy was planned and carried out. This involved only the use of PRIMO/SEDL products and the use of these products in limited ways. Even though these efforts produced some successes and encountered several problems as well, they in no way approximate the extent to which PRIMO can be of service to site parent education efforts. All three sites indicated

that more time to arrange for and then employ additional parenting strategies would have produced more effective results. Thus, it would appear that giving a more detailed plan of action, more time to design that plan of action to fit each site's needs, more time to implement the plan of action and more time to gather information with respect to the plan's impact--along with identifying other need areas (parenting)--is a much more useful method for effectively utilizing a resource implementation strategy designed to serve the needs of parents, parent education providers and children.

7. Generally, the activities associated with updating and expanding the PMIC, along with concurrently providing useful parenting information to requesters could be termed as successful. Approximately 185 new materials have been acquired for the PMIC and this has increased total PMIC holdings (total number of materials) to 3,767. During this seven month period, 82 new materials have been analyzed and entered into the PMI. Of the 3,767 materials housed in the PMIC, almost 49% (1,838) have been analyzed. This process has been slowed somewhat due to the fact that only one PRIMO staff person has been responsible for the identification, location, acquisition, analyzation, cataloguing of materials along with monitoring PRIMO sites, handling PRIMO user requests and the other duties associated with the PMIC operation. There appears to be no relief with respect to this problem, based upon budget limitation, during the next 18 months. A deceleration with respect to acquisition, analyzation and response to PMIC requests can be expected, but the quality of this effort shall remain.

PRIMO, through the PMIC, published a new document, "Parenting in 1977: A Listing of Parenting Materials" during this period of funding. It is an up-to-date listing of materials in the PMIC and is (1) marketed to requesters at cost or (2) disseminated complimentary to selected agencies and individuals. Approximately 703 listing copies out of 3,000 printed had been sold as of May 31, 1978. All indications are that most of the listings will be sold within the next few months. It appears that this effort can also be considered as a PRIMO success. The production of future listings is uncertain at this time.

C. Recommendations

During the past seven months (11/1/77-5/31/78) PRIMO staff has had a variety of experiences. While not all of the proposed activities were completed, those activities which were carried out have contributed, in a valuable way, to the PRIMO staff's knowledge and experience base. Based upon this additional knowledge and expertise, the following recommendations are offered which could guide PRIMO closer to accomplishing its goal of becoming a center for parent education in the SEDL region.

1. Given the limited opportunity to try the PRIMO resource implementation strategy, it is recommended that a well-defined, carefully planned set of activities be developed and implemented to provide a limited number of parent educator programs in the SEDL region with systematic training and technical assistance. Consideration should be given to servicing four-six sites, based on cooperative identification of needs by the site and PRIMO, in order to initiate the development of or enhance ongoing efforts in parent education. Such activities must allow for sufficient time to be successfully planned,

implemented and evaluated. In addition to providing service to sites, such activities would also further develop the expertise of PRIMO staff with respect to parent education training and technical assistance to other agencies.

2. PRIMO/SEDL has developed and tested nine (9) MMTP's for use with parents and six (6) for use with paraprofessional teachers. Although the MMTP's have been successfully cycled through the SEDL Developmental Process, no arrangements have been made to make them commercially available to the public. Therefore, it is recommended that PRIMO/SEDL plan and conduct a pre-marketing program (publisher's alert) for the explicit purpose of getting the MMTP's commercially published. These products should make a significant contribution to parent education efforts in the SEDL region and the nation.

3. The PMIC has proven to be an innovative and a valuable resource to its many users. The PMI (replication of the PMIC) appears to be of potential usefulness to parents and parent education providers. In order to maintain the capability of both products and increase their viability and visibility with respect to parent education practitioners (including parents) and professionals, it is recommended that (a) the PMIC continue its operations through updating and expanding its materials base and (b) the PMI be expanded based on material information gathered from PMIC material acquisitions and analyzations. By doing so, the SEDL region, and the nation, can continue to have access to parenting materials information from one of the few resources of this kind.

4. While PRIMO has an established base of information about parenting materials, it has only a limited amount of information about parent education programs and resources, especially in the SEDL region. Information should be gathered which deals with identifying and describing the range of parent education programs and resources available in the region; this would complement and make more comprehensive PRIMO's parent education information base. Therefore, it is recommended that a survey of a sample of the parent education programs and resources in the SEDL region be conducted. The findings from such an effort could supply information to parent education providers or potential providers in the SEDL region and serve to increase PRIMO's capacity to serve parent education needs. Such a survey should be thoroughly conceptualized and detailed to help ensure its success.

5. Much has been learned about how parent participants feel and value PRIMO/SEDL parenting products, but not enough is known about the extent to which parents' knowledge, behavior, attitudes and values are affected by participation in training with these products. Such information could serve to further document the effectiveness of these products. It is recommended that a follow-up study of the impact of MMTP's on parent participants be conducted. Further, this study should concentrate on gathering information, as reported by parents, at three levels: one, retention of parenting knowledge presented; two, changes in attitudes, beliefs and/or values; and three, changes in parenting behaviors. The results could enhance the MMTP's viability and make a significant contribution to the field

of parent education studies. The sites for such a study should be carefully selected and the study plan carefully developed and described.

6. PRIMO/SEDL has implemented a successful limited marketing of its products (Booklets, TV Spots and Listing). Based upon requests from the field, the demand for these products continues. It is recommended that the marketing effort of these products be continued until the supply is exhausted. At that time, it is recommended that PRIMO/SEDL discussions be held to determine the feasibility of a third printing of materials for marketing and dissemination. It would behoove PRIMO/SEDL to maintain a vigorous effort designed to get information about the aforementioned products into as many of the related educational networks as possible. PRIMO, SEDL and potential clients all stand to gain from such exposure.

7. PRIMO/SEDL research, development and service activities, along with products developed, are still not widely known in the SEDL region. Steps should be taken to help increase publicity concerning these activities and products as well as assist with getting them to those in need of such assistance. One method of accomplishing this can occur through convening a group of key stakeholders concerned with parent education in the SEDL region for the purpose of initiating and establishing institutional linkages between the various parent education providers. It is recommended that a conference be planned and held which would bring together such a group of persons in order to explore and plan for developing the mechanisms which will help facilitate better interaction, coordination and

working relationships between and among parent education providers. This also should enhance PRIMO's capacity to serve parent education needs.

These recommendations are offered as indications of activities which PRIMO should propose to undertake as follow-up to this seven month phase of work. These recommendations are also very much in keeping with and related to SEDL's mission and proposed activities in the 3-5 year plan submitted to NIE. Diligent pursuit and an enthusiastic approach to planning and implementing activities related to these recommendations should result in a solid foundation for PRIMO/SEDL as they attempt to become a leader in parent education, especially for the region (SEDL) and hopefully for the nation.

APPENDIX A:

Description of SEDL/PRIMO Products:

Multimedia Training Packages (MMTP's)
Parenting Materials Index (PMI)
Booklets and Television Public Service Announcements

DESCRIPTION OF SEDL/PRIMO PRODUCTS

Multimedia Training Packages

The multimedia training packages were developed as modular training materials designed to increase awareness of and to develop skills in major competency areas of child rearing. The materials are to be used by a leader and 15 participants. Each package utilizes various forms of media (slides, 16mm. films or videocassettes, audiotapes, transparencies, game boards and cards, brochures, booklets, workbooks, posters, etc.) as presentation modes for the concepts and information. Group participation strategies are integrated into each session. This structure maximizes input from each participant, encourages further inclusion of culturally relevant information, allows adaptability for individual needs, and deemphasizes written material in favor of demonstrations, games, and simulation activities. The specific target audience for the packages is Black, Anglo, and Mexican American, low income parents who have preschool children.

Each package contains four sessions. The instructional strategy used in the packages is based on adult learner characteristics. The content of the sessions is usually presented by the leader through a combination of brief oral presentation and media presentation. After the content is presented there is usually a discussion and some form of problem solving activity. Leaders are encouraged to make the sessions informal and to foster learning through discussion of parents' personal experiences and problem solving.

The three packages are titled: "Family Roles and Relationships," "La Familia y El Respeto," and "Ways to Discipline Children." These topics are identified by a group of target parents as important to them.

"Family Roles and Relationships" deals with ways family living contributes to the normal and healthy development of roles, relationships, and sexuality in children from 0-6 years of age, through role modeling, acceptance, and open dialogue. In its four sessions, the package offers information on how family living helps children learn about roles and relationships; how children learn their sex role, and how parents can facilitate this process; how children's sexual awareness is developed, and the role of the family in this development; and ways that can help family members talk with their children about sex.

"La Familia y El Respeto" is a bilingual package in Spanish and English. It presents parents with information about the importance of the self-concept, factors in the development of the self-concept, and the resolution of family conflicts through mutual respect. The materials are designed for a bilingual/bicultural Chicano audience, and most of the media presentations are in a mixture of Spanish and English.

"Ways to Discipline Children" is an all-English package. It suggests four methods of disciplining children: rewards, setting limits, listening, and punishment. Each of these four methods is presented in one session. It is a very practical package which emphasizes "how-to's" rather than "why's". It gives the parents specific guidelines they can use when disciplining their children. Emphasis is given to the first three methods rather than to punishment, since punishment is a method already widely in use by the target population, while the other three methods are not. Using rewards is presented as a method to teach children new behavior and to strengthen existing behavior. It is emphasized that rewards are not bribes and that they should not be used to strenghten misbehavior.

Parenting Materials Index (PMI)

The Parenting Materials Index (PMI) was developed to bridge the gap that presently exists between those who produce parenting materials and those working to improve parenting skills and knowledge. It is a self-contained information system that makes information about parenting materials available for easier retrieval by practitioners and parents. This system can be reproduced and installed on a desk top, and can become part of an on-going library or resource room or serve as the initial part of one.

Each material included in the PMI is analyzed and indexed, and a description is prepared. The indexing information, which consists of terms dealing with the content, format, target audience, and other critical areas necessary to describe the materials and their use, is stored in a mechanical device called the Optical Coincidence System.

The content areas covered by the materials are: Pregnancy and Birth; Parenting; Family; Parent-Child Activities; Discipline; Health and Safety; Language and Intellectual Development; Physical and Sensory Development; Sexual Development and Education; Social and Emotional Development, Child Abuse; Parent/School/Community Involvement; Education and Educational Programs; and Exceptional Children. A person wanting to use the Index would begin by stating his need for information using these terms, and proceed to use the optical coincidence system

The key feature of this system is a 9"X9" opaque plastic index (or descriptor) card. This card contains 100 vertical code positions and 100 horizontal positions for punching holes, a total of 10,000 positions. All hole or code positions radiate across and up from the lower left-hand corner. To identify these positions, a four-digit numbering method is

used. The first two digits represent the vertical positions and the last two digits, the horizontal positions. For example, position number 2256 would represent a hole location 22 positions up from the card's left-hand corner and 56 positions to the right. All like hole positions represent the same number of each card.

Each descriptor card represents a particular term that has been included in the indexing language. These terms were derived from the examination of a large and representative number of materials in the collection, covering various dimensions such as content, format, language, etc. The indexing language, organized into a Descriptor Dictionary, aids in the control of the terms used in the indexing as well as the search and retrieval of information. The Descriptor Dictionary constitutes the bridge between the language used by the producers and developers of materials and the natural language of the users or potential users of those materials. The Dictionary represents a compromise between the precise scientific and technical vocabulary used to describe subject matters and characteristics, and the more informal and less controlled natural language of the non-specialist user.

Aside from the descriptor cards, the Optical Coincidence System requires a backlighted card-viewing device for use.

In a search situation, the user must first identify the basic terms or descriptors that define the search goal, with the aid of the Descriptor Dictionary. Once the search is formulated in the language of the system, the corresponding descriptor cards are withdrawn from their file and superimposed on top of the backlighted viewer. Dots of light will shine through the coincident holes and thus indicate the documents or materials that were indexed under the search terms. The identity of the Document Number is revealed by use of a scale of reference to the vertical and horizontal position of a given hole.

the booklets are short and the suggestions realistic. The booklets are written on a 6th- to 7th-grade reading level, and include a variety of photographs to complement the content.

There are several ways to use the POSITIVE PARENT booklets. An agency or group can offer the booklets to the public by means of the PSA broadcasts. Each POSITIVE PARENT spot can be reproduced to end with a write-in address which allows the public to obtain a copy of the specific booklet. Or, the booklets can be distributed and used separately from the televised announcements. They can be used as supplementary materials in parenting programs or workshops.

The parenting topics covered by the TV spots and booklets are: being consistent, praising children, practicing what you teach, expecting the best from children, reading to children, talking with children, children learn by watching and helping, paying attention to children, helping children cope with frustration, discipline, and family roles and relationships.

APPENDIX B:

PRIMO Log
Project PRIMO--Initial Site Questionnaire

Booklets and Television Public Service Announcements

In addition to conventional programming, comerical television regularly uses "spot announcements" as a communicative format. Abundant marketing data substantiate the success of TV spot announcements in generating consumer interest in particular products. Many non-commercial organizations, such as the National Safety Council; Care; the National Association for the Prevention of Alcoholism; the United Way; and various religious agencies have developed TV spots based on commerical production techniques for use as promotional devices. The commercial TV spot clearly can be an effective method of disseminating parenting information since it has several advantages over other television formats: (1) relatively small production costs, (2) accessibility to free commercial broadcast via the PSA obligation which FCC licensing imposes, and (3) greater audience exposure through repeated airing and "unbounded" scheduling.

These factors led to the initiation of a project called POSITIVE PARENT whose major purpose was to design, produce, and research the effectiveness of a set of television public service announcements and related booklets which help increase awareness of recommended parenting practices. Each of the twelve spots and booklets deals with specific parenting concerns, such as how to read to children and how to help children cope with frustration. The booklets and TV spots announcements can be used either toegther or separately. They have all been tested and evaluated with parents, and have been used in many different areas of the country by social service organizations and other concerned with increasing parenting knowledge and skills. Each of the POSITIVE PARENT TV spots presents a home situation and focuses on a specific parenting skill. The spots are multicultural, featuring Black, White, and Chicano

families. Sometimes a negative situation is shown--one which certain parenting skills could improve. Other situations show parents successfully using parenting skills to help their children. The situations, in many cases, show a problem and ask viewers for their own solution. Others compare parenting strengths and weaknesses. The spots provide strong visual examples of opportunities to apply recommended parenting practices.

The POSITIVE PARENT spots can be used in several different ways. Currently, they are being broadcast as public service announcements (PSA's) and used as discussion material for parent education groups. Community service organizations can request that local TV stations air the POSITIVE PARENT spots as PSA's. TV stations usually do not charge for this service. All of the POSITIVE PARENT spots are available in two lengths: 30 seconds and 60 seconds. This gives stations more flexibility in airing the PSA's. Each spot is designed to end with a message--or closing tag--that identifies the sponsoring organization by name and address.

The POSITIVE PARENT spots are also available <u>without</u> the closing tags on videocassettes. In this form, the simulated home situations can be used as discussion starters or training tapes, in the classroom or as part of workshops and seminars.

Each of the POSITIVE PARENT booklets deals with a specific parenting topic. Designed to reach a multicultural audience--Black, Chicanos, and Whites--the booklets can help supply the information parents need to better understand the part they play in their children's development. Each booklet includes parenting suggestions and tips appropriate to the topic being discussed. Since most parents don't have the time either to read lengthy booklets or to practice complicated techniques,

PRIMO LOG

Site:_____ Trainer:_____

Date:_____ Contact Person:_____

Position at Site:_____

Role with PRIMO:_____

Type of Contact: ___Telephone ___Mail ___On Site ___at SEDL ___Other
(check one)

Purpose:_____

_____

_____

Information Exchanged:_____

_____

_____

_____

Problems:_____

_____

_____

_____

Solutions:_____

_____

_____

_____

_____

Notes:_____

_____

_____

_____

PROJECT PRIMO - Initial Site Questionnaire

SITE:

We are interested in having more information about your program and the needs of your community. We would appreciate it if you could complete this questionnaire by April 10, 1978 and return it to 211 E. 7th Street, Austin, TX 78701, in the self-addressed envelope provided.

ABOUT YOUR PROGRAM

1. Please give us the following information about yourself as the person in charge of PRIMO involvement.

   Name: _____ No. of years with organization:____

   Title: _____ No. of years in community: _____

2. In the spaces below please list the clients your program serves, its goals, and the activities it uses to reach these goals.

   Clients: _____

   Goals: _____

   _____

   _____

   Activities: _____

   _____

   _____

3. How large is the staff of your program? _____

4. What is the yearly operating budget (if not confidential)? _____

PRIMO INVOLVEMENT

1. What are the three main reasons your program agreed to participate in the PRIMO project?

   a. _____

   b. _____

   c. _____

2. What are your program's goals for parent education over the next three years?

_____

_____

_____

3. Who are the leaders for the multimedia training packages? What are their responsibilities in your program?

	Name	Responsibilities
a. Family Roles		
b. Discipline		
c. Respeto		

4. Who is responsible for the Parenting Materials Index? What are their duties in your program?

_____

5. Who is responsible for booklet distribution? What are their duties in your program?

_____

6. In getting ready to use the PRIMO materials (training packages, PMI, booklets) what problems occurred and how were they resolved?

a. Packages

_____

_____

_____

_____

b. PMI

_____

_____

_____

_____

c. Booklets

_____

_____

_____

_____

COMMUNITY NEEDS

1. In your opinion what needs does your community have in the area of parent education?

_____

_____

_____

_____

2. How do you think those needs could be met?

_____

_____

_____

_____

3. What role can your program play in meeting these needs?

_____

_____

_____

_____

GENERAL COMMENTS

In the space below please write any general comments you may have.

_____

_____

_____

APPENDIX C:

Information Forms for the MMTP's

INFORMATION FORMS

You have probably noticed a section called "EVALUATION" in the Leader's Manual. That section is changed now. Please ignore all instructions referring to evaluation in the Leader's Manual and refer to this sheet.

We currently are using two sets of Information Forms: one for parents and another for Leaders/Co-Leaders. The purpose of the forms is to provide us with information about who participates in and who leads training workshops, and about how people like the sessions. We hope you will help us collect this information.

The Parent Forms include:

(1) PARENT BOOKLET - to be filled out by every workshop participant at the beginning of the first session that he/she attends. The form will take 10-15 minutes to complete and is completed once only by each workshop participant. You may read the questions aloud if necessary.

(2) PARENT SESSION REACTION FORM - to be filled out by every parent at the end of each workshop. The form takes about 5 minutes to complete. You may read the questions aloud if necessary.

The Leader/Co-Leader Forms include:

(1) LEADER/CO-LEADER INFORMATION FORM - to be filled out by both the Leader and Co-Leader before the first session. If the Leader or Co-Leader changes from one session to another, each different Leader should complete and return the Leader/Co-Leader Information Sheet.

(2) LEADER/CO-LEADER SESSION REACTION FORM - to be filled out by the Leader after each session. Please make sure your Co-leader also completes a copy of the Session Reaction Form.

(3) LEADER/CO-LEADER PACKAGE REACTION FORM - to be filled out by the Leader after the last (fourth) session. Please make sure that your Co-Leader also completes a Package Reaction Form.

WE NEED THE INFORMATION FORMS COMPLETELY FILLED OUT AND RETURNED TO US PROMPTLY AFTER EACH SESSION. There are self-addressed, stamped envelopes in your package for this purpose. We appreciate your cooperation in helping us gather this information.

_____ Leader _____ Site

_____ Co-Leader _____ Packa

LEADER/CO-LEADER PACKAGE REACTION FORM

WHICH SESSION(S) DID YOU LEAD? _____
THIS FORM IS TO BE COMPLETED AFTER SESSION FOUR. WE WOULD LIKE YOUR REACTIONS TO THE ENTIRE TRAINING PACKAGE. PLEASE ANSWER ALL OF THE FOLLOWING QUESTIONS AND FEEL FREE TO WRITE IN ANY COMMENTS YOU MAY HAVE ALONG THE WAY. IF YOU HAVE BEEN A LEADER/CO-LEADER FOR LESS THAN FOUR SESSIONS, ANSWER THE QUESTIONS FOR ONLY THOSE SESSIONS YOU PARTICIPATED IN. THANK YOU.

1. Which of the four sessions did the majority of parents seem to enjoy the most? Put a 1 by the session they enjoyed most, a 2 by the session they enjoyed the second-most, etc.

   a. Session One _____ c. Session Three _____

   b. Session Two _____ d. Session Four _____

2. In which of the four sessions did the majority of parents seem to learn the most? Put a 1 by the session in which they learned the most, a 2 by the session in which they learned the second-most, etc.

   a. Session One _____ c. Session Three _____

   b. Session Two _____ d. Session Four _____

3. For the parents, what were the most difficult ideas presented? _____

   _____

   _____

4. For the parents, what were the easiest concepts presented? _____

   _____

   _____

5. What were the most frequently expressed positive comments you heard about the training sessions? _____

   _____

   _____

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6. What were the most frequently heard <u>complaints</u> about the sessions? _____

_____

_____

7. Did the attendance vary from session to session? _____ Yes _____ No

If yes, in your best judgment, why did it vary? (You may check more than one answer.)

a. Timing of session _____
b. Transportation problems _____
c. Weather _____
d. Lack of interest _____
e. Previous engagements _____
f. Family obligations _____
g. Format of session _____
h. Presence of other participants _____
i. Leader style _____

8. For you personally, what was the biggest difficulty in <u>conducting</u> the sessions?

_____

_____

_____

9. For you personally, what was the biggest difficulty in <u>preparing</u> for the sessions?

_____

_____

_____

10. How frequently did each of the following problems arise during your sessions? (Put a check in the appropriate box.)

	Not at all	Occasionally	Frequently
a. parents who were "big talkers"			
b. parents who got off the subject at hand			
c. parents who got angry			
d. parents who wouldn't talk			

11. Now that the sessions are over, is there any kind of assistance from your center that you did not get and would have liked? _____ Yes _____ No

If yes, please explain _____

_____

_____

12. Is there any kind of additional assistance from SEDL that you would have liked? _____ Yes _____ No If yes, please explain _____

_____

_____

13. Would you lead the workshops again? _____ Yes _____ No Please explain.

_____

_____

_____

14. Do you have any other comments (suggestions problems) on your training sessions and/or our materials that you would like to share with us?

_____

_____

_____

_____

15. IN THE PAST WE HAVE USED TESTS AND QUESTIONNAIRES TO DETERMINE HOW MUCH EACH OF THE PARTICIPANTS LEARNED DURING THE SESSIONS. THIS IS NECESSARY FOR THE PURPOSE OF REFINING THIS INSTRUCTIONAL PACKAGE. HOWEVER, WE HAVE FOUND THAT THE TESTS USED IN THE PAST WERE VERY TIME-CONSUMING AND WERE PERCEIVED AS A BURDEN BY PARTICIPANTS. IN ORDER TO CORRECT THIS PROBLEM, WE REQUEST THAT, ON THE BASIS OF YOUR OBSERVATION AND CONTACT WITH THE PARTICIPANTS, YOU PROVIDE US WITH AN ESTIMATE OF HOW MUCH THEY HAVE LEARNED. THIS INFORMATION WILL BE HELD IN THE STRICTEST CONFIDENCE, AND IT WILL ONLY BE USED TO COMPUTE CORRELATIONS AND OTHER STATISTICS. WHEN THIS INFORMATION IS RECEIVED FROM YOU, IT WILL BE CHANGED IMMEDIATELY TO NUMERICAL CODES.

PLEASE DIVIDE THE PARTICIPANTS INTO TWO GROUPS, INCLUDING NAME AND BIRTHDATE.

Participants who seemed to profit MOST from the sessions	Participants who seemed to profit LEAST from the sessions
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

16. In your opinion, why did some parents profit more than others from the session?

_____

_____

_____

_____

THANK YOU VERY MUCH FOR HELPING US WITH ALL OUR INFORMATION FORMS.

Clave/Code:

_____ El mes en qué nació Ud.
Your month of birth

_____ El día en qué nació Ud.
Your day of birth

_____ Los números en su domicilio
Numbers in your street address

_____ Lugar/Site

_____ Sesión/Session

PARENT SESSION REACTION FORM

INSTRUCCIONES:
¿Qué le pareció la junta? Por favor conteste cada una de las siguientes preguntas.

1. ¿Le gustó la junta? (Escoja un número y márquelo con un círculo.)

No	No mucho	Un poco	Bastante	Mucho
1	2	3	4	5

2. ¿Qué tanta de la información presentada en la junta fué nueva para Ud.?

Nada	No mucha	Como la mitad	Casi toda fué nueva	Toda
1	2	3	4	5

INSTRUCTIONS:
What did you think of the session now that it is over? Please answer each of the following questions.

1. Did you enjoy this session? (Circle one number only.)

Not at all	Not too much	Somewhat	Quite a bit	Very much
1	2	3	4	5

2. How much of the material presented was <u>new</u> to you? (Circle one number only.)

None	Not very much	About half	Almost all	All
1	2	3	4	5

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3. ¿Cuál fué el concepto más difícil de comprender?

_____

_____

_____

4. ¿Qué tan importante piensa Ud. que son estos conceptos para criar a sus niños?

No son importantes	No muy importantes	Un poco	Bastante
1	2	3	4

Muy importantes

5

5. ¿Con cuáles conceptos no estuvo Ud. de acuerdo?

_____

_____

_____

_____

3. What was the hardest idea to understand?

_____

_____

_____

4. How important do you think the ideas are for raising your children?

Not important at all	Not very important	Somewhat important	Very important
1	2	3	4

Extremely important

5

5. What ideas did you disagree with?

_____

_____

_____

_____

6. ¿Tuvo dificultades Ud. con alguno de los siguientes? (Marque con un círculo sí o no. Por favor explique porqué tuvo problemas en los que marcó "sí ".) Si tuvo otros problemas, escríbalos abajo.

a. En llegar a la junta Sí No

_____

b. En conseguir quién le cuidara los niños Sí No

_____

c. Con la comodidad del cuarto Sí No

_____

d. Con la película, la cinta, etc. Sí No

_____

e. El conocimiento de la información por parte del líder Sí No

f. La manera en qué el líder presentó la información Sí No

_____

g. Otras personas en la junta Sí No

_____

h. Otros problemas Sí No

_____

6. Were there any difficulties for you with any of the following: (Circle yes or no and explain any "yes".) You may write in other problems if you had any.

a. Getting to the session Yes No

_____

b. Child care Yes No

_____

c. Room comfort Yes No

_____

d. Media presentation(s) Yes No

_____

e. Leader's knowledge of subject matter Yes No

f. Leader presentation(s) Yes No

_____

g. Other participants Yes No

_____

h. Other Yes No

_____

7. ¿Le gustaría asistir a otra junta sobre información acerca de la familia?

_____Sí _____Tal vez _____No

8. Si gusta, escriba aquí otros comentarios sobre la junta y los materiales.

_____

MUCHAS GRACIAS

7. Would you come to another session on parenting skills?

_____Yes _____Perhaps _____No

8. Please write down any other comments you would like to share with us about our session and about our materials.

THANK YOU

_____ Leader
_____ Co-Leader

_____ Site
_____ Session

LEADER/CO-LEADER SESSION REACTION FORM

WE NEED YOUR HELP FOR A FEW MORE MINUTES IN EVALUATING YOUR OWN SESSION AND THE SESSION PLAN FOR THIS SESSION. PLEASE FEEL FREE TO WRITE IN ANY OTHER COMMENTS YOU MIGHT HAVE ALONG THE WAY. AGAIN, THANK YOU.

1. Where was your session held? _____

2. Did you have child care available for your parents? _____ Yes _____ No

   If yes, was the child care in the same room as the session? _____ Yes _____ No

3. How long did your session last? _____ hours _____ minutes

4. Was this time adequate to present the material in the session plan?

   _____ Too long _____ Just right _____ Not long enough

   How much more (less) time would be needed? _____ (minutes)

   Why was the time inadequate? _____

   _____

5. In your opinion, how <u>familiar</u> were most of the parents with the material in the session <u>before they came to the session</u>? (Circle one answer only)

Knew hardly any of it	Knew a little bit of it	Knew some of it	Knew most of it	Knew all of it
1	2	3	4	5

6. In your opinion, for the majority of the parents at your session, was the <u>amount of information</u> presented adequate? (Circle one answer only)

Too little	Not quite enough	About right	A little too much	Too much
1	2	3	4	5

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7. In your opinion, how difficult was the material presented for most of the parents present at your session? (Circle one answer only)

Not difficult at all	A little bit difficult	Moderately difficult	Very difficult	Extremely difficult
1	2	3	4	5

8. What were the most difficult ideas for the parents, and why? _____

_____

_____

9. What ideas generated the most discussion, and why? _____

_____

_____

10. Did anything presented in the session appear controversial to the parents?

_____ Yes _____ No If yes, please explain _____

_____

11. How extensively did you deviate from the session plan? (Circle one answer only)

Not at all	A little bit	Somewhat	Quite a bit	A great deal
1	2	3	4	5

Please explain what you added to (deleted from) the session and why.

_____

_____

_____

12. In your opi ion, did the content of the session relate to the needs of most of your parents?

_____ Yes _____ Somewhat _____ No _____ Can't tell

Please explain _____

_____

LEADER/CO-LEADER SESSION REACTION FORM

13. Did you have any problems using the media? _____ Yes _____ No

If yes, please explain _____

_____

14. In your own words, what was the most difficult aspect of leading the session for you?

_____

_____

15. How much time did you spend preparing for the session? _____ total
(Give an estimate in minutes or hours as appropriate)

a. Reading the leader's manual _____
b. Reading the session plan _____
c. Practicing the session _____
d. Meeting with co-leader (leader) _____
e. Recruiting parents (including arranging transportation) _____
f. Arranging for room, media, refreshments, child care, etc. _____
g. Working with SEDL _____
h. Other _____

16. Did you have any problems with any of the following? (Please check)

	No	Yes	If yes, please explain
a. Recruiting parents			
b. Obtaining room facilities			
c. Arranging child care			
d. Arranging for equipment			
e. Understanding leader's manual			
f. Understanding session plan			
g. Parent information forms			
h. Leader/Co-Leader information forms			
i. Other			

17. Did you need/want anything else for your session that you did not have? (You may circle more than one.)

a. More time to prepare

b. More media

c. More background information on the session content

d. More session content

e. More examples

f. Additional questions to stimulate discussion

g. More exercises/games

h. More support from my center's staff

i. More help from SEDL

j. Other

18. Do you have any additional comments (problems, suggestions) you would like to share about your session?

_____

_____

_____

_____

_____ Leader
_____ Co-Leader

_____ Site

_____ Session

LEADER/CO-LEADER INFORMATION SHEET

WE WOULD LIKE SOME INFORMATION ABOUT SESSION LEADERS AND CO-LEADERS. WOULD YOU PLEASE TAKE A FEW MINUTES BEFORE THE BEGINNING OF THE SESSION TO ANSWER THE FOLLOWING QUESTIONS? THANK YOU FOR YOUR HELP.

1. Will you lead (co-lead) all four sessions? ____ Yes ____ No

   If no, which ones will you lead (co-lead)? ____ 1 ____ 2 ____ 3 ____ 4

2. How were you recruited (selected) to be the leader (co-leader)? _____

   _____

3. What is your sex? ____ Female ____ Male

4. What is your age? ____

5. Are you a parent? ____ Yes ____ No

6. Do you currently have preschool children living with you? ____ Yes ____ No

7. Are you: ____ Anglo ____ Black ____ Mexican American ____ Other (specify)

8. Do you speak Spanish? ____ Yes ____ No

   If yes, which language do you prefer to use at home?

   ___ Spanish ____ English ____ Both

9. What was the last grade you completed?

   0 1 2 3 4 5 6 7 8 9 10 11 12 Some college

   A.A. B.A. Some graduate work M.A. Ph.D. Ed.D. M.D.

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LEADER/CO-LEADER INFORMATION SHEET

10. Do you work? ____ Yes ____ No

If yes, where do you work, and what is your present job responsibility?

_____

_____

11. Have you ever taught before ____ Yes ____ No

If yes, briefly describe your teaching experience. _____

_____

12. Have you ever led (helped lead) a training workshop before? ____ Yes ____ No

If yes, briefly describe the type workshop(s). _____

_____

13. Have you received any training in teaching (formal classes, special workshops, other experiences)? ____ Yes ____ No

If yes, briefly describe your training. _____

_____

14. How much experience (in years) do you have in the area of early childhood education/development or child care? ____ years

Briefly describe your experience(s). _____

_____

15. How much experience (in years) do you have in adult education ____ years

Briefly describe your experience(s). _____

_____

16. How much experience (in years) have you had in working with low-income adults? ____ years

Briefly describe your experience(s). _____

_____

17. Will you receive any kind of remuneration for leading (co-leading) the session? ____ Yes ____ No

If yes, please specify. _____

_____

Code:

El mes en que nació usted
Your Month of Birth _____

El día en que nació usted
Your Day of Birth _____

Los números en su domicilio
Numbers in Your Street Address _____

Lugar
Site_____

Sesión
Session_____

PARENT BOOKLET

ESTIMADO PADRE: LA INFORMACION QUE USTED NOS DE SOBRE USTED Y SU FAMILIA, NOS AYUDARA A MEJORAR NUESTROS MATERIALES: ¿PODRIA CONTESTAR LAS PREGUNTAS EN LAS SIGUIENTES PAGINAS? NO NECESITAMOS SU NOMBRE: GRACIAS POR AYUDAR A NUESTRO PROGRAMA.

DEAR PARENT: WE NEED TO FIND OUT ABOUT YOU AND YOUR FAMILY. THIS WILL HELP US MAKE OUR MATERIALS BETTER. PLEASE ANSWER THE QUESTIONS ON THE FOLLOWING PAGES. WE DO NOT NEED YOUR NAME. THANK YOU FOR HELPING OUR PROGRAM.

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1. *¿Es usted hombre ____ Mujer ____?*

   Are you male _____ Female _____?

2. *¿Cuántos años tiene? (marque uno)*

   How old are you? (Check one)

   16-20 _____ 36-40 _____

   21-25 _____ 41-45 _____

   26-30 _____ 46-over _____

   31-35 _____

3. *¿Cuántas personas viven en su casa (incluyendose a usted)?* _____

   How many people live in your household (including yourself)? _____

4. *¿Cuántos niños menores de 18 años hay en su casa?* _____

   How many children 18 and under are there in your household? _____

5. *¿Cuáles son las edades de sus hijos?* _____ _____ _____ _____ _____ _____

   What are their ages? _____ _____ _____ _____ _____ _____ _____

6. What is your relationship to these children? (Check more than one if necessary)

   Parent (or Stepparent) _____

   Grandparent _____

   Aunt or Uncle _____

   Cousin _____

   Brother or Sister _____

   Other _____

6. *¿Qué es usted de estos niños? (Marque los que sean necesarios)*

   Padre/Madre (o Padrasto/Madrastra) _____

   Abuelo (a) _____

   Tio (a) _____

   Primo (a) _____

   Hermano (a) _____

   Otro _____

7. *¿Trabaja usted fuera de casa? Si _____ No _____*

Do you work? Yes _____ No _____

¿Trabaja tiempo completo _____ o parte del tiempo _____?

If yes, fulltime _____ or parttime _____?

8. *¿Cuántas otras personas trabajan en su familia?* _____

How many other people in your household work? _____

9. *¿Cuál es la ganancia de su familia por año? (Marque uno)*

What is your family income per year? (Check one)

Menos de/ Less than $2,800 _____	$6,401 - 7,300 _____
$2,801 - 3,700 _____	7,301 - 8,000 _____
3,701 - 4,600 _____	8,001 - 9,000 _____
4,601 - 5,500 _____	9,001 - 10,000 _____
5,501 - 6,400 _____	*Más de/* More than 10,000 _____

10. *¿Es usted--* Are you--

Negro _____	Black _____
Mexico-Americano _____	Mexican-American _____
Anglo _____	Anglo _____
Otro _____?	Other _____?

11. *¿Es usted—*

Casado(a) _____

Soltero(a) _____

Separado(a) o Divorciado(a) _____

Viudo(a) _____

Are you—

Married _____

Single _____

Separated or Divorced _____

Widowed _____

12. *En general, ¿qué idioma habla usted en la casa?*

What language do you usually speak at home?

Español/Spanish _____

Inglés/English _____

Inglés & Español/ English & Spanish _____

13. *¿Cuál fué el último grado en la escuela que acabó usted? (marque uno)*

What is the highest grade you have completed in school? (Circle one)

1 2 3 4 5 6 7 8 9 10 11 12

14. *¿Ha estudiado algo más? Si_____ No_____*

Have you had any other schooling?

Yes_____ No_____

If yes, what kind?

Business College _____

Trade School _____

College or University _____

Other (explain) _____

15. *¿Cuántos cursos ha tomado?*

If yes, how many courses have you taken?

Less than 4 _____

More than 4 _____

Completed A. A. _____

Completed B. A. or higher _____

16. *¿Ha asistido usted antes a una sesión o junta en que den información sobre cómo criar a los hijos? Sí _____ No _____*

Have you ever gone to a workshop or training session before to learn about parenting skills? Yes _____ No _____

17. *¿Ha visto usted un programa de televisión (o escuchado un programa de radio) en que den información sobre cómo criar a los hijos? Sí ____ No ____*

Have you ever watched a TV (or heard a radio) program about parenting skills? Yes _____ No _____

18. *¿Ha leído usted libros o revistas sobre cómo criar a los hijos? Sí ____ No ____*

Have you ever read any materials about parenting skills? Yes _____ No _____

19. *¿Por qué decidió venir usted a esta junta?*

Why did you come to the workshop?

SURVEY QUESTIONNAIRE FOR POTENTIAL PRIMO SITES

1. Do you presently have a Parent Education Program? Yes _____ No _____

   If "yes," answer questions #2,3,4.

   If "no," continue with question #5.

2. Briefly list the main components of the program.

   _____

   _____

   _____

3. Who is the target population? (Briefly describe the recipients of the program and how many are involved.)

   Bilingual parent _____

   Low SES parent _____

   Working parent _____

   Single Parent _____

   Welfare Parent _____

   Mexican American _____

   Black _____

   Other _____

4. What is the projected length of the program? (List beginning and ending dates.)

   _____

5. Do you plan to implement a Parent Education Program? Yes _____ No _____

   If "yes," continue with question #6.

   If "no," go to question #7.

APPENDIX D:

Booklet Questionnaire
Distribution Report

BOOKLET QUESTIONNAIRE

THE SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY WOULD LIKE SOME INFORMATION FROM YOU IN ORDER TO IMPROVE THIS BOOKLET. PLEASE ANSWER THE QUESTIONS BELOW AND MAIL THIS CARD IN THE POSTAGE-PAID ENVELOPE WE HAVE PROVIDED. THANK YOU.

ABOUT THIS BOOKLET

1. Did you read the booklet? Yes___ No___

2. Did you like the booklet? Not at all___ Somewhat___ A great deal___

3. How much of the information in the booklet was new to you? All of it___ Most of it___ Some of it___

4. How useful are the suggestions for raising your children? Not useful at all___ Not very useful___ Somewhat useful___ Very useful___

ABOUT YOURSELF

5. How many children do you have who are: 6 or younger___ Between 6 and 12___ Older than 12___

6. Are you: Male___ Female___

7. Are you: Black___ Mexican American___ Anglo___ Other___

8. Your age: Under 20___ 20-29___ 30-39___ 40 and over___

9. Circle the highest grade you completed in school.

1 2 3 4 5 6 7 8 9 10 11 12 more than 12

DISTRIBUTION REPORT

SITE:_____

BOOKLET (check one): 1,2,3,4 Ways to Discipline Children (RED)_____

Where Do Adults Come From (GREEN)_____

QUESTIONNAIRE NUMBER(S)	WHO DISTRIBUTED THESE MATERIALS (NAME & TITLE)	PLACE OF DISTRIBUTION	RECIPIENTS (BRIEF DESCRIPTION)	DATE OF DISTRIBUTION

APPENDIX E:

Texas Site Contacts
Survey Questionnaire for Potential PRIMO Sites

TEXAS SITES CONTACTED

Site	Miles from Austin	Contact Person	'76 I.S.D. Population	L.E.S.A.* M.S.R.T.S.**	A.D.A.	Popula. Mix	Number	Percentage	Available Resources	Interest Accept'ty	Rec'n (1-10)+
Elgin ISD P.O. Box 315 Elgin, TX	25	Joan DeLuca Bilingual Ed. 285-3457	1,596	(K-5) 69 108	1,480	Anglo Black Hispanic	660 446 490	41% 28% 31%	Space, equipment and some staff	Good	9
Lockhart ISD Box 120 Lockhart, TX	27	Dr. Sue Wortham Curriculum Dir. 398-2371	2,731	(K-5) 78 240	2,581	Anglo Black Hispanic	1 006 289 1,436	37% 11% 53%	As may be needed for project	High	10
Round Rock ISD 1311 Rnd. Rock Round Rock, TX	15	Rowena Stone Assistant Sup't Curr. & Instr. 255-4431	5,493	(K-5) 150 123	5,338	Anglo Black Hispanic	4,586 115 755	83% 2% 14%	Adequate for all Parental Ed. activities	Good	9
San Benito ISD 195 W. Adele San Benito, TX	280	Yolanda Garza Dir. Mig't Sup's 399-3860	6,024	(K-5)	---	Anglo Black Hispanic	618 19 5,373	10% .3% 89%	As per Lockhart	Good	9
Seguin ISD Drawer 31 Seguin, TX	53	Billie Fai Ball Dir. Sp. Ed. 379-2003	5,555	(K-5) 177 208	5,147	Anglo Black	2,558 657 2,321	46% 12% 42%	Adequate for proposed project	Good	8
Smithville ISD Box 479 Smithville, TX	34	Verla Shuttle-worth Dir. Curr. Ed. 237-2476	1,056	(K-5) 0 98	1,002	Anglo Black Hispanic	6 682 296 78	65% 28% 7%	"Good"	Good	8

* "Limited English Speaking Ability" student: State Bilingual Ed. Programs
** "Migrant Student Record Transfer System: Federal Migrant Ed. Program
\+ On a scale of 1-10 with 1 being low and 10 being high

TEXAS SITES CONTACTED (cont'd)

Site	Miles from Austin	Contact Person	'76 I.S.D. Population	L.E.S.A. M.S.R.T.S.	A.D.A.	Popula. Mix	Number	Percentage	Available Resources	Interest Accept'ty	Rec'n (1-10)
Taylor ISD 712 Rowzer Taylor, TX	25	Mary Miller Dir. Elem. Curr. 352-6361	2,256	(K-5) 76 125	2,021	Anglo Black Hispanic	1,074 518 664	48% 23% 29%	"Good"	Good	9
McAllen ISD 200 N. 23 McAllen, TX	285	Angie Canales Title I Mgr. Par'l Ed. Sup'r 686-0515	14,592		13,465	Anglo Black Hispanic	2,637 15 11,921	18% .1%	As may be needed for project	Good	9
Mercedes ISD P.O. Box 419 Mercedes, TX	305	E.D. Villanueva Dir. Fed. Progs 565-2655	3,622	(K-5) 940 2,043		Anglo Black Hispanic	164 -0- 3,458	4.5% -0- 95.5%	As may be needed for project	High	10
Austin Community College, Rosewood Child Development Center -- cf. attachment Austin, Tx									"Good"	Good	8
Williamson-Burnet County Opportunities, Inc., Headstart Program -- cf. attachment Georgetown, TX									"Good"	Good	8
Economic Opportunities Development Corporation of San Antonio and Bexar County		Mrs. Blanche Russ Head Start Director P.O. Box 9313 San Antonio, TX 226-6232							As may be needed	High	10

ITEMS TO MEASURE PARENT PARTICIPATION IN PARENTAL INVOLVEMENT PROJECTS

1. Which active parent organization or programs exist?

2. What type of information is disseminated to parents?

3. What is the system for disseminating information to parents?

4. What opportunities do parents have for participating in the decision-making process?

5. Briefly describe the home visitations made, their purpose, and frequency.

6. What kind of program do you plan to implement? (List main components, target population, length of program, funding source, and description of staff.)

_____

_____

_____

_____

_____

7. Have you identified the need for a Parent Education Program? Yes ____ No ____

If "yes," continue with questions #8 and 9.

If "no," go to question #10.

8. How was the need determined?

_____

_____

_____

_____

9. What resources, internal and external, are available to you that could facilitate the implementation of a Parent Education Program?

_____

_____

_____

10. What kinds of funding do you receive and what are their sources?

_____

_____

_____

_____

6. What kind of parent participation exists in the classroom? (Approx. amount of time in each)

Clerical duties _____

Supervisory _____

Instructional _____

7. What kinds of meetings are held with parents?

School policies _____

Fund raising events _____

Conferences on child's progress _____

Parent education _____

Conference on discipline problems _____

Socializing _____

8. What kind of provisions are made for providing services to all parents?

Bilingual parent _____

_____

Low SES parent _____

_____

Working parent _____

_____

Single parent _____

_____

Welfare parent _____

_____

9. What are the roles of school personnel in Parental Involvement Program?

Teacher _____

_____

Teacher Assistance _____

_____

Secretary _____

_____

Nurse _____

_____

Principal _____

_____

Vice Principal _____

_____

Community Liaison _____

_____

APPENDIX F:

Parenting in 1977 Announcement
News Release
Letters

NEW FROM PMIC

Parenting in 1977 is a listing of 3,700 materials dealing with Parenting/Parent Education/ Parent Involvement for parents and those who work with parents. The types of materials listed include books, booklets, audiovisuals, multimedia, periodicals, etc. Each entry contains the title of the material , author, copyright date, number of pages, price and ordering information.

The listing is divided into the following subject areas: Pregnancy and Birth; Parenting; Family; Parent-Child Activities; Discipline; Health and Safety; Language and Intellectual Development; Physical and Sensory Development; Sexual Development and Education; Social and Emotional Development; Child Abuse; Parent/School/Community Involvement; Education and Educational Programs; and Exceptional Children.

Parenting in 1977 is an updated and revised version of the *Parenting in 1976* listing and contains many new materials with up-to-date prices and addresses. This listing is one of the products of the Parenting Materials Information Center (PMIC) of the Southwest Educational Development Laboratory (SEDL) and is funded by the National Institute of Education.

PRICE–$5.00. ALL ORDERS MUST BE PREPAID. Please make check or money order payable to SEDL and mail the attached coupon to:

SEDL-PMIC
211 East 7th St.
Austin, TX 78701

Please send me_____copy(s) of *Parenting in 1977: A Listing of Parenting Materials* @ $5.00 each.

Enclosed is a check or money order for $_____made payable to SEDL.

Please print or type.

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

NEWS RELEASE

Southwest Educational Development Laboratory
211 EAST SEVENTH, AUSTIN, TEXAS 78701

For Immediate Release

Contact: Janci Gettys

NEW RESOURCE BOOK ON PARENTING AVAILABLE

What does it take to make a good parent? It takes time, special skills, and knowledge. How do parents and those who work with parents acquire the needed skills? Much has been written on the subject of parenting. The challenge is to get the materials and the people who need them together.

A new publication of the Southwest Educational Development Laboratory can help. Parenting in 1977: A Listing of Parenting Materials is a listing of over 3,000 materials dealing with Parenting/Parent Education/Parent Involvement. Included in the extensive catalog are books, booklets, audiovisuals, multimedia packages, periodicals, etc. Each entry contains the title of the material, author, copyright date, number of pages, price and ordering information.

Many Subject Areas

The listing is divided into numerous subject areas including: child abuse; discipline; parent-child activities; exceptional children; family; health and safety; language and intellectual development; education and educational programs; multiethinc/multicultural heritage; parent/school/community involvement; parenting; physical and sensory development; pregnancy and birth; sexual development; and social and emotional development.

Parenting in 1977 is a product of the Parenting Materials Information Center (PMIC) of the Austin-based Southwest Educational Development Laboratory (SEDL) and is funded by a grant from the National Institute of Education (NIE). Copies of this new

resource book may be obtained by writing: PMIC-SEDL, 211 East Seventh Street, Austin, Texas 78701. Cost is $5.00 per copy (to cover reproduction costs) and must be paid in advance by check or money order payable to SEDL.

Founded in 1966, the Southwest Educational Development Laboratory is a non-profit corporation engaged in educational research and development.

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

Dear Sir or Madam:

Enclosed are descriptions of new publications from the Parenting Materials Information Center of the Southwest Educational Development Laboratory. We would appreciate your assistance in publicizing these valuable materials for parents and people who work with parents and children.

Thank you for your cooperation.

Sincerely,

Janci D. Gettys

Janci G. Gettys
Resource Referral Specialist
Division of Community and Family Education

JGG/js

Enclosures

SEDL

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

Letter sent to Community Education Programs (44)

March 17, 1978

Dear

Enclosed you will find complimentary copies and flyers/order forms for parenting materials which are available from the Division of Community and Family Education, Southwest Educational Development Laboratory in Austin, Texas. We have developed and tested these materials over the last three years. We think parenting materials such as these may be useful in the community education programs of our state.

The Positive Parent Booklets and TV Spot Public Service Announcements, along with the "Parenting 1977 Listing," can be used in a variety of situations. We hope that as you review these items, ways in which you can deploy them or pass along information about them will come forth.

If we can be of further assistance to you, please feel free to contact us. Thank you in advance for your cooperation.

Sincerely,

David L. Williams, Jr.

David L. Williams, Jr. (Dr.)
Director
Division of Community
and Family Education

jm
Enclosures

SEDL

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

Letter sent to State Library Directors
(50)

March 17, 1978

Dear

Enclosed you will find (1) a complimentary set of our Positive Parent Booklets, (2) a complimentary copy of our "Parenting 1977: A Listing of Parenting Materials," and (3) flyers and ordering information sheets for both products. We also have available for preview, videocassettes of our Parenting TV Spot Public Service Announcements. They are described in the flyers.

Since you are in contact with libraries and other information agencies throughout your state, these materials may be especially useful to those involved with parenting, parent education and/or parent involvement. Where you deem appropriate, it would be greatly appreciated if you passed along information regarding the availability of these materials to other interested persons.

These products were developed and tested here at the Southwest Educational Development Laboratory (SEDL) as part of what was then the Early Childhood Program. This program had as its focus, the provision of information, training and awareness to parents, parenting ones, and those who work with them. With the development and testing phase ended, SEDL, within its recently created Division of Community and Family Education, is engaged in a limited marketing of these materials. It is hoped that their availability will be of value to your efforts to disseminate such information in your state.

If there is a need for additional information, please do not hesitate to contact me. May I thank you in advance for your cooperation.

Sincerely,

David L. Williams, Jr.

David L. Williams, Jr. (Dr.)
Director
Division of Community
and Family Education

jm
Enclosures

SEDL

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

March 17, 1978

Letter sent to Community Education Advisory Council (7)

Dear

As a member of the Community Education Advisory Council, I felt that you might be interested in parenting materials we have developed and tested here at the Southwest Educational Development Laboratory, Austin, Texas. Therefore, I have enclosed the following items for your perusal.

1. A complimentary set of twelve Positive Parent Booklets
2. A complimentary copy of, "Parenting 1977: A Listing of Parenting Materials"

In addition, you will find enclosed flyers/order forms for additional copies. Accompanying the Positive Parent Booklets are twelve TV Spot Public Service Announcements. They are described in the flyer. If you wish to preview them, arrangements can be made upon request.

Parenting/parent education/parent involvement are integral parts of Community Education. We feel that the materials included here could be of assistance to you and to those you work with or come in contact with concerning Community Education. So it would be appreciated if information about these materials and their availability could be passed along to the appropriate persons.

If there is a need for further assistance or information, please do not hesitate to contact us. Thank you in advance for your cooperation.

Sincerely,

David L. Williams, Jr.

David L. Williams, Jr. (Dr.)
Director
Division of Community and
Family Education

jm
Enclosures

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

Letter sent to Education Service Center
Executive Directors (20)

March 17, 1978

Dear

The Division of Community and Family Education, Southwest Educational Development Laboratory in Austin, is forwarding to you complimentary copies of materials we have developed and tested. Included in these materials are (1) a copy of "Parenting 1977: A Listing of Parenting Materials" plus a set of order forms, and (2) a sample set of twelve Positive Parent Booklets, along with flyers and order forms.

For those in your Region who are involved with parenting, parent education and parent involvement, these materials could be very useful. It is hoped that through your office, such persons, agencies, organizations can be informed of the availability of these materials. Throughout the development and testing of these products, their utility and informativeness have been well-recognized.

If, after reviewing these materials, you feel that they can be of value to parenting efforts in your Region, it would be appreciated if you would inform appropriate others of their availability. Where further information is necessary, please do not hesitate to contact us. Thank you in advance for your cooperation.

Sincerely,

David L. Williams Jr

David L. Williams, Jr. (Dr.)
Director
Division of Community
and Family Education

jm
Enclosures

SEDL

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

Letter sent to Ethnic Heritage Center
Staff Members

March 13, 1978

Ethnic Heritage Center
AACTE
One Dupont Circle
Suite 610
Washington, D.C. 20036

Dear Staff Members:

Enclosed are some samples of our materials which relate to multiculturalism from a parenting perspective. These materials have been developed and tested in the Division of Community and Family Education, Southwest Educational Development Laboratory in Austin, Texas. We feel that the enclosed items can be of use to people involved with parenting/parent education.

After reviewing the enclosed items, please feel free to contact us for additional information if needed. Thank you in advance for your cooperation.

Sincerely,

David L. Williams Jr

David L. Williams, Jr. (Dr.)
Director
Division of Community and
Family Education

jm
Enclosures

SWEL

APPENDIX G:

Parenting in 1977 User Questionnaire

PARENTING IN 1977
USER QUESTIONNAIRE

We hope you will find Parenting in 1977 to be a valuable resource. After you have reviewed the listing, would you please take a few minutes to answer the questions below. You may return the completed questionnaire in the postage-paid envelope provided. Thank you for your help.

1. What information did you want to find in the listing?_____

_____

2. In general, how useful was the listing in providing you with the information you wanted?

1	2	3	4	5
Useless	Not Very Useful	Somewhat Useful	Useful	Very Useful

3. How do you plan to use the information provided in the listing?

_____

_____

4. Do you plan to obtain any of the materials listed? ___Yes ___No

IF NO, please explain:_____

_____

IF YES:

a. Where will you obtain the materials?_____

_____

b. How do you plan to use the materials when you get them?_____

_____

c. With whom do you plan to use the materials?_____

_____

5. Would a selective, annotated listing be more useful? ___Yes ___No

How much would you be willing to pay for one?_____

6. Would an author index be useful? ___Yes ___No

7. Please comment on ways we could make future listings more useful?

_____

_____

_____

_____

_____

We would like to know something about the people who use the listing, Parenting in 1977. The information we request is confidential and will only be used to figure overall statistics of the listing users.

Your Age: __20-29 __30-39 __40-49 __Fifty or Over

Your Sex: __Female __Male

Highest Level of Schooling Completed: __High School __A.A. __B.A. __M.A.

__Ph.D. __Ed.D. _____Other

Are You a Parent?: __Yes __No

Do You Work?: __Yes __No

IF YES: Place:_____

Address:_____

Your Title:_____

We plan to do some limited follow-up interviews. If we may call you for a 3 minute phone interview, please fill out the following information.

Name:_____

Address:_____

City:_____ State:_____ Zip:_____

Phone:_____ (Home) Phone:_____ (Work)
Area Code Area Code

THANK YOU

APPENDIX H:

PMIC Mail Search Service Interview Schedules

Date:_____

PMIC MAIL SEARCH SERVICE
USER QUESTIONNAIRE

We hope you have found the enclosed information useful. To help us do a better job of answering users' requests, would you please take a few minutes to answer the questions below. You may return the completed questionnaire in the postage-paid envelope provided. Thank you for your help.

1. Did the Information Sheets you received cover the subjects you were interested in? ___Yes ___No

   IF NO, please explain:_____

   _____

2. Did the Information Sheets provide you with enough information about the materials for you to decide whether or not you wanted to use them? ___Yes ___No

   IF NO, please explain:_____

   _____

3. How do you plan to use the information you obtained?_____

   _____

4. Was there anything else you would have liked to receive? ___Yes ___No

   IF YES, what?:_____

   _____

5. Do you plan to obtain the materials themselves? ___Yes ___No

   IF NO, please explain:_____

   _____

   IF YES:

   a. Where will you obtain the materials?_____

   b. How do you plan to use the materials when you get them?_____

      _____

   c. With whom do you plan to use the materials?_____

6. Did you have any difficulty completing the Search Request Form? ___Yes ___No

IF YES, please explain:_____

_____

7. In general, how useful was the PMIC Mail Search Service in providing you with the information you wanted?

1	2	3	4	5
Useless	Not Very Useful	Somewhat Useful	Useful	Very Useful

8. Do you plan to use the PMIC Mail Search Service again? ___Yes ___No

IF NO, please explain why you will not use the service again._____

_____

Additional Comments: _____

_____

We would like to know something about the people who use the PMIC Mail Search Service. The information we request is confidential and will only be used to figure overall statistics of the PMI

Your Age: __Under 20 __20-29 __30-39 __40-49 __Fifty or Over Your Sex: __M __F

Highest Level of Schooling Completed: __Less than High School __High School __A.A.

__B.A. _____Other

Are You a Parent?: __Yes __No

Do You Work?: __Yes __No

IF YES: Place:_____

Address:_____

Your Title:_____

If we may call you for a 3 minute follow-up phone interview, please fill out the following information.

Name:_____Address:_____

City:_____State:_____Zip:_____

Phone:_____
Area Code

FOR USERS WHO DID COMPLETE QUESTIONNAIRE

Date of Search _____ Interviewer _____

COMMENTS: _____ Date of Call _____

_____

_____

PMIC MAIL SEARCH SERVICE
USER INTERVIEW SCHEDULE

Name: _____

Program/Agency: _____

I work with the Parenting Materials Information Center at the Southwest Educational Development Laboratory in Austin, Texas. In _____ we received a search request from you . On _____ we sent you descriptions of materials in the form of Information Sheets and on _____ we received the user questionnaire which you completed. We are very interested in receiving feedback about our service from our users. Would you spend a few minutes answering some further questions about the usefulness of the results of your search?

1. Could you tell me what you did with the information you received in response to your search request?

_____

_____

_____

2. Did you obtain any of the materials that were identified? ___Yes ___No

IF YES:

a. Where did you get the materials? _____

_____

b. What did you do with the materials when you got them? _____

_____

c. With whom did you use the materials? _____

_____

d. Were you generally satisfied with the materials you obtained? _____

_____

e. Did the actual material correspond to your expectations based on the Information Sheet description? _____

_____

3. *IF NO, do you have any plans for obtaining the materials in the future?*_____

IF YES:

a. Where will you get them?_____

b. How will you use them?_____

c. Who will you use them with?_____

4. Was the information what you expected? ___Yes ___No

IF NO, what were you expecting?_____

_____

_____

5. Was there anything else you would have liked to receive? ___Yes ___No

IF YES, what?_____

_____

_____

6. Do you plan to use the PMIC Mail Search Service again? ___Yes ___No

IF NO, please explain why you will not use the service again._____

_____

7. Would you be willing to use the PMIC if there was a .15¢ charge for each Information Sheet you received? ___Yes ___No

8. Have you told others about the PMIC? ___Yes ___No

IF YES, whom have you told? (Affiliation and role of person told):

_____

_____

_____

Additional Comments:_____

_____

_____

Thank you very much for talking with me.

FOR USERS WHO DID NOT RETURN QUESTIONNAIRE

Date of Search _____ Interviewer _____

COMMENTS: _____ Date of Call _____

_____

_____

PMIC MAIL SEARCH SERVICE
USER INTERVIEW SCHEDULE

Name: _____

Program/Agency: _____

I work with the Parenting Materials Information Center at the Southwest Educational Development Laboratory in Austin, Texas. In _____ we received a search request from you. On _____ we sent you descriptions of materials in the form of Information Sheets. Have you received these descriptions? Have you had a chance to review them? We are interested in receiving feedback about our service from our users. Would you spend a few minutes answering some questions about the usefulness of the results of your search?

1. Did the Information Sheets you received cover the subjects you were interested in?
___Yes ___No

   IF NO, please explain: _____

   Comments: _____

   _____

2. Did the Information Sheets provide you with enough information about the materials for you to decide whether or not you wanted to use them? ___Yes ___No

   IF NO, please explain: _____

   Comments: _____

   _____

3. What did you do with the information you received in response to your search request?

   _____

   _____

4. What do you plan to do with the information in the future? _____

   _____

   _____

5. Did you obtain any of the materials that were identified? ___Yes ___No

IF YES:

a. Where did you get the materials?_____

b. What did you do with the materials when you got them?_____

_____

c. With whom did you use the materials?_____

IF NO, do you have any plans for obtaining the materials in the future?_____

IF YES:

a. Where will you get them?_____

b. How will you use them?_____

c. Who will you use them with?_____

6. Did you have any difficulty completing the Search Request Form? ___Yes ___No

IF YES, please explain:_____

7. In general, how useful was the PMIC Mail Search Service in providing you with the information you wanted? _____

_____

How would you rate the usefulness of the service on a scale from 1 to 5?_____

_____

8. Was the information you received what you expected? ___Yes ___No

IF NO, what were you expecting?_____

9. Was there anything else you would have liked to receive? ___Yes ___No

IF YES, what?_____

_____

10. Do you plan to use the PMIC Mail Search Service again. ___Yes ___No

IF NO, please explain why you will not use the service again?_____

_____

11. Would you be willing to use the PMIC if there was a $.15 charge for each Information Sheet you received? ___Yes ___No

Comments: _____

12. Have you told others about our service? ___Yes ___No

IF YES, whom have you told? (Affiliation and role of person told): _____

_____

Additional Comments: _____

_____

_____

Thank you very much for talking with me.

FOR USERS WHO DID COMPLETE OLD QUESTIONNAIRE

Date of Search _____ Interviewer _____

Date of Call _____

COMMENTS: _____

_____

_____

PMIC MAIL SEARCH SERVICE
USER INTERVIEW SCHEDULE

Name: _____

Program/Agency: _____

I work with the Parenting Materials Information Center at the Southwest Educational Development Laboratory in Austin, Texas. In _____ we received a search request from you . On _____ we sent you descriptions of materials in the form of Information Sheets and on _____ we received the user questionnaire which you completed. We are very interested in receiving feedback about our service from our users. Would you spend a few minutes answering some further questions about the usefulness of the results of your search?

1. Did you obtain any of the materials that were identified? ___Yes ___No

IF YES:

a. Where did you get the materials? _____

_____

b. What did you do with the materials when you got them? _____

_____

c. With whom did you use the materials? _____

_____

d. Were you generally satisfied with the materials you obtained? _____

_____

e. Did the actual material correspond to your expectations based on the Information Sheet description? _____

_____

2. IF NO, do you have any plans for obtaining the materials in the future?_____

IF YES:

a. Where will you get them?_____

b. How will you use them?_____

c. Who will you use them with?_____

3. Could you tell me what you did with the information you received in response to your search request?

_____

_____

_____

4. Was the information what you expected? ___Yes ___No

IF NO, what were you expecting?_____

_____

_____

5. Was there anything else you would have liked to receive? ___Yes ___No

IF YES, what?_____

_____

_____

6. In general, how useful was the PMIC Mail Search Service in providing you with the information you wanted? _____

_____

_____

How would you rate the usefulness of the service on a scale from 1 to 5? ____

Additional Comments: _____

_____

_____

_____

Thank you very much for talking with me.

Date _____

PMIC MAIL SEARCH SERVICE
FOLLOW-UP QUESTIONNAIRE

1. What did you do with the information you received in response to your search request?

_____

_____

2. Was there anything else you would have liked to receive? ___Yes ___No

IF YES, what?_____

3. Did you obtain any of the materials that were identified? ___Yes ___No

IF YES:

a. Where did you get the materials?_____

b. What did you do with the materials when you got them?_____

_____

c. With whom did you use the materials?_____

d. Were you generally satisfied with the materials you obtained?_____

e. Did the actual material correspond to your expectations based on the Information Sheet description?_____

IF NO, do you have any plans for obtaining the materials in the future? ___Yes ___No

IF YES:

a. Where will you get them?_____

b. How will you use them?_____

c. Who will you use them with?_____

4. Do you plan to use the PMIC Mail Search Service again? ___Yes ___No

IF NO, please explain why you will not use the service again._____

_____

Additional Comments: _____

_____

Name _____ Title _____

Address _____

City _____ State _____ Zip _____

APPENDIX I:

Letter sent to Replication Sites

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

Letter sent to Replication Sites

January 5, 1977

Dear

The Division of Community & Family Education (formerly the Early Childhood Division) has been funded through the end of May to continue updating the Parenting Materials Information Center and testing the Index, and to assist other communities in setting up parenting education programs. During this period, we would appreciate your cooperation in keeping records on the use of the PMI and encouraging users to complete the User's Questionnaire. We also ask that you continue to promote the use of the PMI among your own personnel and clientele with the goal of achieving maximum usage of the Index. Near the end of the funding period (the first part of May), we will ask you to complete a questionnaire concerning your experiences with the Index. We will continue to provide any technical assistance you need.

Enclosed are brochures and posters, for your use in publicizing the Index. Please let us know if you need more of these materials.

We are looking forward to working with you and hope that the PMI will continue to be a valuable asset to your program. Please let us know if we can be of any assistance.

Sincerely,

Janci G. Gettys
Resource Referral Specialist

JGG/js
Enclosures

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

Letter sent to Replication Sites

March 6, 1978

Dear

Enclosed is a copy of our listing Parenting in 1977. It can be used in connection with your Parenting Materials Index to look up a material by title, find its PMIC document number, and then find the corresponding Information Sheet in the volumes of Information Sheets.

Also enclosed are order forms for your convenience in obtaining additional copies.

Sincerely,

Janci G. Gettys
Resource Referral Specialist
Parenting Materials Information Center

JGG/js
Enclosures

SEDL

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

Letter sent to Replication Sites

February 15, 1978

Dear

As part of our scope of work for the next three months, our funding agency (the National Institute of Education) is interested in obtaining information on the experiences of the users of the Index. In order to obtain this information, we have written a new "Parenting Materials Index User Questionnaire" which we would like every user of the Index to complete every time the Index is used. We also plan to do followup phone interviews with users.

Enclosed are the new forms which will replace the green "PMIC User Questionnaire." Please send me all of these green forms which have been completed by users since your Index was installed.

We would appreciate your cooperation in encouraging as many people as possible to use the Index and complete the questionnaire. Please send the completed questionnaires to me every two weeks so I can conduct the followup phone interviews. Enclosed are postage-paid envelopes for your use in returning these forms.

I will be calling you within the next few days to see if you have received the forms and if you have any questions.

Thank you for your cooperation.

Sincerely,

Janci G. Gettys
Resource Referral Specialist
Parenting Materials Information Center

JG/jg

Enclosures

APPENDIX J:

Parenting Materials Index User Questionnaire (Former Version)
Parenting Materials Index User Questionnaire (Current Version)
Parenting Materials Index Follow-Up Questionnaire
Parenting Materials Index User Interview Schedule

PARENTING MATERIALS INDEX
USER QUESTIONNAIRE (PART ONE)

We are interested in what you thought about using the PMIC. Your answers and comments will help us make it better. Thank you.

1. How did you first learn about the PMIC? (Please be specific, name the source).

_____

2. How useful was the PMIC in providing you with the information you wanted?

1	2	3	4	5
Completely useless	Not very useful	Somewhat useful	Useful	Very useful

3. Did you use the Retrieval System (cards and backlighted stand?)___NO ___YES

If yes:

a. The instructions provided were:____Clear____A little vague____Confusing

b. The steps for selecting terms were:____Hard____Average____Easy

c. Did the Information Sheets you found deal with the subjects you were interested in?:____Yes____Somewhat____No

d. The Information Sheets had:____Too much information____Adequate information____Not enough information

e. In general, the PMIC system was:____Easy to use____A little hard to use ____Very hard to use

If no: Why didn't you use the PMIC Retrieval System?:____Did not have enough time____Knew what I wanted____Seemed too complicated ____Other (please explain)_____

_____

4. Do you plan to use the materials you found out about today? ____NO ____YES

If yes: How will you get the materials?:____Will buy them____Will borrow them from here____Will look for them at library____Other (explain)

_____

If no: Please explain why_____

General comments and suggestions that would make the PMIC more useful to you:

_____

_____

_____

(OVER)

PART TWO (OPTIONAL)

We would like to know something about the people who use the PMIC. The information we request is confidential and will only be used to figure percentages and other statistics. Please feel free to omit answering any question, including your name.

Your age range: Under twenty____ Twenties____ Thirties____ Forties & over____

Your sex: Male____ Female____

Number of children: ____None

____Preschoolers (five and under)

____School Age (six to twelve)

____Teenagers (thirteen to eighteen)

We are interested in knowing how much we are serving special groups of parents. Please examine the list of terms and check all that apply to you:

____Adoptive parent

____Anglo (white)

____Black

____Divorced

____Expectant parent

____Foster parent

____Handicapped parent

____Health professional

____Low income

____Mexican-American (Chicano)

____Middle income

____Native American-Indian

____Parent education professional

____Parent of handicapped child

____Remarried parent

____Single (Solo) parent

____Spanish surname (other than Mexican-American)

____Stepparent

____Teacher

____Welfare worker

____Working mother

____Other (explain)_____

If you would like to be informed about future parenting activities, please fill out this information.

Name:_____

Address:_____ Phone:( )_____

City/State/Zip:_____

If you are a professional: Title:_____

Program/Agency:_____

Current Version

Site:_____ Date:_____

PARENTING MATERIALS INDEX
USER QUESTIONNAIRE

We hope you have found the Parenting Materials Index useful. To help us improve our service, would you please take a few minutes to answer the questions below. Thank you for your help.

1. What information did you want to find by using the Index? (Please be as specific as you can.) _____

_____

_____

2. Was the booklet "How to Use the Parenting Materials Index" clear? ___Yes ___No

IF NO, please explain:_____

_____

3. Was it difficult to use the cards and backlighted stand? ___Yes ___No

IF YES, please explain:_____

_____

4. Did you find Information Sheets about materials on the subjects you were interested in? ___Yes ___No

IF NO, please explain:_____

_____

5. Did the Information Sheets provide you with enough information about the materials for you to decide whether or not you wanted to use them? ___Yes ___No

IF NO, please explain:_____

_____

6. How do you plan to use the information you obtained?_____

_____

_____

OVER

7. Do you plan to obtain the materials themselves? ___Yes ___No

IF NO, please explain:_____

_____

IF YES:

a. Where will you obtain the materials?_____

_____

b. How do you plan to use the materials when you get them?_____

_____

c. With whom do you plan to use the materials?_____

_____

8. In general, how useful was the Parenting Materials Index in providing you with the information you wanted?

1	2	3	4	5
Useless	Not Very Useful	Somewhat Useful	Useful	Very Useful

We would like to know something about the people who use the Parenting Materials Index. The information we request is confidential and will only be used to figure overall statistics of the PMI users.

Your Age: __20-29 __30-39 __40-49 __Fifty or over Your Sex: __Male __Female

Highest Level of Schooling Completed: __High School __A.A. __B.A. __M.A. __Ph.D.

__Ed.D. _____Other

Are You a Parent?: __Yes __No

Do you Work?: __Yes __No

If YES: Place:_____

Address:_____

Your Title:_____

If we may call you for a 3 minute follow-up phone interview, please fill out the following information.

Name:_____ Address:_____

City:_____ State:_____ Zip:_____

Phone:_____(Home) Phone:_____(Work)
Area Code Area Code

THANK YOU 248

Date _____

PARENTING MATERIALS INDEX
FOLLOW-UP QUESTIONNAIRE

1. What did you do with the information you obtained from the Index? _____

_____

_____

_____

2. Did you obtain any of the materials that you identified by using the Index? ___Yes ___No

IF YES:

a. Where did you get the materials? _____

b. What did you do with the materials when you got them? _____

_____

c. With whom did you use the materials? _____

d. Were you generally satisfied with the materials you obtained? ___Yes ___ No

Comments: _____

e. Did the actual material correspond to your expectations based on the Information Sheet description? ___Yes ___ No

Comments: _____

IF NO, do you have any plans for obtaining the materials in the future? ___Yes ___ No

Comments: _____

3. Have you been back to use the Index? ___Yes ___No

IF YES, for what purpose? _____

_____

4. Have you told others about the Index? ___Yes ___No

IF YES, whom have you told? (Role of person told) _____

_____

Name _____ Title _____

Address _____

City _____ State _____ Zip _____

THANK YOU

Date used Index _____ Interviewer _____

Site of Index _____ Date of Call _____

PARENTING MATERIALS INDEX
USER INTERVIEW SCHEDULE

Name: _____

Program/Agency: _____

INTRODUCTION:

My name is _____. I work at the Southwest Educational Development Laboratory. I understand you used the Index at _____ earlier this month. Is that correct? Would you spend 3 minutes of your time answering some questions about your experiences using the Parenting Materials Index?

1. Could you tell me what you did with the information you obtained from the Index?

_____

_____

_____

2. Did you obtain any of the materials that you identified by using the Index?
___Yes ___No

IF YES:

a. Where did you get the materials? _____

_____

b. What did you do with the materials when you got them? _____

_____

c. With whom did you use the materials? _____

_____

d. Were you generally satisfied with the materials you obtained? _____

_____

e. Did the actual material correspond to your expectations based on the Information Sheet description? _____

_____

IF NO, do you have any plans for obtaining the materials in the future?_____

_____

3. Have you been back to use the Index? ___Yes ___No

IF YES:

a. When?_____

_____

b. For what purpose?_____

_____

_____

4. Have you told others about the Index? ___Yes ___No

IF YES, whom have you told? (Affiliation and role of person told):_____

_____

_____

Thank you very much for talking with me. I hope you find the information about materials useful.

APPENDIX K:

PMIC User Questionnaire (Former Version)
PMIC User Questionnaire (Current Version)

PMIC USER QUESTIONNAIRE (PART ONE)

We are interested in what you thought about using the PMIC. Your answers and comments will help us make it better. Thank you.

1. How did you first learn about the PMIC? (Please be specific, name the source).

_____

2. How useful was the PMIC in providing you with the information you wanted?

1	2	3	4	5
Completely useless	Not very useful	Somewhat useful	Useful	Very useful

3. Did you use the Retrieval System (cards and backlighted stand?)___NO ___YES

If yes:

a. The instructions provided were:___Clear___A little vague___Confusing

b. The steps for selecting terms were:___Hard___Average___Easy

c. Did the Information Sheets you found deal with the subjects you were interested in?:___Yes___Somewhat___No

d. The Information Sheets had:___Too much information___Adequate information___Not enough information

e. In general, the PMIC system was:___Easy to use___A little hard to use ___Very hard to use

If no: Why didn't you use the PMIC Retrieval System?:___Did not have enough time___Knew what I wanted___Seemed too complicated ___Other (please explain)_____

_____

4. Do you plan to use the materials you found out about today? ___NO ___YES

If yes: How will you get the materials?:___Will buy them___Will borrow them from here___Will look for them at library___Other (explain)

_____

If no: Please explain why_____

General comments and suggestions that would make the PMIC more useful to you:

_____

_____

_____

PART TWO (OPTIONAL)

We would like to know something about the people who use the PMIC. The information we request is confidential and will only be used to figure percentages and other statistics. Please feel free to omit answering any question, including your name.

Your age range: Under twenty_____ Twenties____ Thirties____ Forties & over____

Your sex: Male_____ Female_____

Number of children: _____None

_____Preschoolers (five and under)

_____School Age (six to twelve)

_____Teenagers (thirteen to eighteen)

We are interested in knowing how much we are serving special groups of parents. Please examine the list of terms and check all that apply to you:

____Adoptive parent

____Anglo (white)

____Black

____Divorced

____Expectant parent

____Foster parent

____Handicapped parent

____Health professional

____Low income

____Mexican-American (Chicano)

____Middle income

____Native American-Indian

____Parent education professional

____Parent of handicapped child

____Remarried parent

____Single (Solo) parent

____Spanish surname (other than Mexican-American)

____Stepparent

____Teacher

____Welfare worker

____Working mother

____Other (explain)_____

If you would like to be informed about future parenting activities, please fill out this information.

Name:_____

Address:_____Phone:( )_____

City/State/Zip:_____

If you are a professional: Title:_____

Program/Agency:_____

Current Version

DATE: _____

PARENTING MATERIALS INFORMATION CENTER
USER QUESTIONNAIRE

We hope you have found the Parenting Materials Information Center useful. To help us improve our service, would you please take a few minutes to answer the questions below. Thank you for your help.

1. What information did you want to find by using the Center? (Please be as specific as you can.)

_____

_____

2. Did you use the Parenting Materials Index (cards and backlighted stand)? ___Yes ___No

IF NO, why didn't you use the Parenting Materials Index:

___Did not have enough time
___Knew what I wanted
___Seemed to complicated
___Other (please explain)_____

IF YES: a. Was the booklet "How to Use the Parenting Materials Index" clear?
___Yes ___No

IF NO, please explain:_____

b. Was it difficult to use the cards and backlighted stand? ___Yes ___No

IF YES, please explain:_____

c. Did you find Information Sheets about materials on the subjects you were interested in? ___Yes ___No

IF NO, please explain:_____

d. Did the Information Sheets provide you with enough information about the materials for you to decide whether or not you wanted to use them?
___Yes ___No

IF NO, please explain:_____

e. In general, the Parenting Materials Index was:

___Easy to use
___A little hard to use
___Very hard to use

3. How do you plan to use the information you obtained at the Center?_____

_____

_____

4. Do you plan to obtain any of the materials you found out about today? ___Yes ___No

IF YES: a. How do you plan to use the materials?_____

_____

b. With whom do you plan to use the materials?_____

_____

IF NO, please explain:_____

_____

5. In general, how useful was the Parenting Materials Information Center in providing you with the information you wanted?

1	2	3	4	5
USELESS	NOT VERY USEFUL	SOMEWHAT USEFUL	USEFUL	VERY USEFUL

ADDITIONAL COMMENTS:_____

_____

We would like to know something about the people who use the Parenting Materials Information Center. The information we request is confidential and will only be used to figure overall statistics of the PMIC users.

Your Age: ___Under 20 ___20-29 ___30-39 ___40-49 ___50 or Over

Your Sex: ___Male ___Female

Highest Level of Schooling Completed: ___Less than High School ___High School ___A.A. ___B.A. _____Other

Are You A Parent?: ___Yes ___No

Do You Work?: ___Yes ___No

If Yes: Place:_____

Your Title:_____

Name:_____ Address:_____

City:_____ State:_____ Zip_____

Phone:_____
Area Code

THANK YOU

APPENDIX L:

PRIMO Site Agreement

Agreement No. _____

PRIMO SITE AGREEMENT

The Division of Family and Community Education (DCAFE) of the Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, Texas, 78701, hereinafter referred to as Laboratory, and _____

_____

_____

hereinafter referred to as SITE, do hereby agree to jointly support a cooperative effort to develop a parent education program or further develop an existing parent education program. The specific responsibilities of the Laboratory and SITE have severally and collectively been agreed upon, and by the execution hereof are bound to the mutual obligations and to the performance and accomplishment of the tasks hereinafter described.

I. The Responsibility of the Laboratory

The Laboratory, in performing the services called for in Part I to develop or further develop an existing parent education program, will provide to SITE, without cost, training services, technical assistance, and adequate Laboratory-developed materials for the program. A detailed description of the services the Laboratory will provide are as follows:

A. Training Services:

1. Train selected SITE personnel in the use of Laboratory-developed materials.

2. Assume all cost of travel expenses incurred by Laboratory personnel.

B. Technical Assistance:

1. Provide strategies for identifying local and regional resources.

2. Provide consultation on the content and format of a parent education

program which meets the needs of the program and utilization of existing resources.

C. Materials to be Provided:

1. Parenting Materials Index: an information retrieval system designed to assist in locating and assessing information (written materials, media, etc.) about parenting.
2. Three Multimedia Training Packages: these packages will provide SITE parents with materials on training in three parenting topics.
3. Booklets: these publications will provide a concise source of information on two parenting topics which can be used in various ways.
4. The materials developed by the Laboratory are subject to copyright restrictions and are not to be reproduced without prior written approval by the Laboratory. At the termination of this agreement the materials provided by the Laboratory may be purchased by SITE at terms mutually agreed upon. If SITE purchases the materials, a commitment is to be made to Southwest Educational Development Laboratory on or before June 10, 1978.

II. Responsibility of SITE

SITE understands and agrees that the primary responsibility of performing strategies and activities necessary to the planning and implementing of a parent education program remains with SITE. SITE agrees to provide the following:

A. Sufficient selected staff and resources as specified by the Laboratory to perform the services necessary to plan and implement a parent education program.

B. Selected staff capable of being trained as leaders.

C. Staff and facilities adequate for conducting three multimedia training packages simultaneously.

D. Space and access to the area designated for the Parenting Materials Index display.

E. Staff and space adequate for storing and distributing booklets.

F. In order to obtain documentation on the processes included in providing technical assistance and support for developing parent education programs, SITE agrees to:

1. Complete short written questionnaires at periodic intervals (i.e., once a month).
2. Participate in face-to-face and/or telephone interviews with Laboratory staff members as follow-up to the information obtained from the written questionnaires.
3. Facilitate follow-up interviews with parent participants in the multimedia training package.

G. SITE agrees that personnel selected to participate in the documentation process will include, but not be limited to, the SITE director (or parenting education coordinator), the Parenting Materials Index Coordinator, the MMTP leader(s), and any other SITE staff member integrally involved in the planning and implementation of the program. Parents will be requested to talk informally with a Laboratory staff member after participating in the training package.

III. General Provisions

A. This agreement shall commence upon acceptance and approval by both parties of the terms and conditions contained herein, and end on May 31, 1978. The agreement may be terminated by either party upon thirty (30) days prior written notice of termination, and after all avenues have been exhausted to prevent inconveniences to either party.

B. The Laboratory and SITE agree to hold harmless and indemnify the parties hereto from and against any and all claims, demands, and causes of action of every kind and character which may be asserted by any third party.

This agreement shall be effective on the _____ day of _____, 1978, on behalf of our respective principals this _____ day of _____, 1978.

SOUTHWEST EDUCATIONAL
DEVELOPMENT LABORATORY

By_____
James H. Perry
Executive Director

Approved and accepted on behalf of _____

this _____ day of _____, 1978.

By _____